An International Teaching Practicum: Pre-service Student Teacher Exchange In Southeast Asia (SEA Teacher)’S Cultural And Teaching Experiences

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Abstract: International networking among universities are a vital point to be executed in order to answer the global demand. International teaching practice is one of the new programs in Indonesia, which develops a collaboration with other international organizations. It is believed that teaching practice (TP) is a fundamental issue of good preparation of teachers. Teaching practice deeply is rooted in a drive towards the development of competent and professional teachers. This study aimed to investigate the pre-service sea teachers experience professional learning during teaching practice in different cultures and the meanings that they made during their experience being pre-service sea teachers. A qualitative design in the phenomenological tradition was used to describe and understand the lived experiences of the pre-service teachers during their teaching process in Indonesia. The findings indicated that there were four aspects that emerged including the issues of religious sensitivity, content subject differentiates, language barrier, and school climate. By conducting this research, the pre-service teachers had a new perspective in teaching students from different cultures leading them to be a global teacher. The pre-service teachers were also able to cope with some obstacles relating to the students-teachers’ host nation.

Index Terms: teaching practicum, SEA teacher, multicultural education..

1 INTRODUCTION

The exigency of the world, especially in education lets most of the institutions, schools, universities, and other public areas increase their capabilities in improving the quality of many aspects. One of the revelations is to focus on the adeptness of the teachers as teachers constitute an important part of the human resource input in the education system (Luschei, 2017). According to UNESCO (2010), teachers are the single most important educational resource in any country and that what students achieve in schools is heavily influenced by classroom practices and teachers’ skills. Moreover, previous conceptual studies and case studies of teachers’ professional learning activities have documented that teachers engage in various types of learning process beyond formal activities such as professional development programs and university courses (Borko, 2004; Little, 1993; Scribner, 1999, 2003; Smyle, 1995; Wilson & Berne, 1999 as cited in Kabilan 2013). Those statements are intertwined to the program that is held by one of the universities in Jambi province in improving the quality of the future teachers since an experience teacher will be generated if the source of the product is organized well. Nkambule and Mukeredzi (2017) said that teaching practice (TP) is fundamental to the preparation of teachers, as "a good teacher education program must seek to assist individual teachers to grow and develop as people, provide them with the necessary skills and professional abilities to help them become effective teachers" (Fafunwa, 2001).

Thus, the concept of student TP is deeply rooted in a drive towards the development of competent and professional teachers. Furthermore, the global demand in fostering international networking among universities is escalating. As a result, many higher education institutions initiate and develop collaboration with other international organizations. According to Kabilan (2013), the collaboration is determined by political will and educational policies. Additionally, the current concept of borderless education emphasizing on eliminating boundaries of time, space, and geographical factors in delivering education has also contributed to the growing demands of international networking that support collaboration and networking in a multicultural context (Azkiyah & Mukminin, 2017; Middlehurst, 2006). International teaching practice and placement have been part of practice in many universities in developed countries (Parr, 2013; Thomas, 2006). Equally, the trend has also become a practice in Asian countries (Kabilan, 2013). This study focused on the pre-service student in gaining their skills and experiencing in Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project). There are several reasons why this study is important to be investigated. First, in order to improve the quality of education in Southeast Asia, the SEAMEO Secretariat has initiated a project titled, "Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project)". The SEA-Teacher Project aims to provide opportunity for pre-service student teachers from universities in Southeast Asia to have teaching experiences (practicum) in schools in other countries in Southeast Asia. Second, pre-service sea teacher program is a new program that is organized by one of the public universities in Jambi. The pre-service sea teacher’s program has been started from 2017 until present. Third, the number of researchers who investigated about this topic are still limited. The present sought to answer the following research questions: How do pre-service sea teachers experience professional learning during teaching practice in different culture? What meanings do they make of their experiences in the schools as they become teaching professionals?
2 Literature Review

2.1 The History of Pre-Service Student Teacher Exchange in Southeast Asia
In October 2014, the Southeast Asian Ministers of Education through the SEAMEO Council has adopted the SEAMEO Education Agenda or the seven priority areas for SEAMEO to work together to improve quality education in Southeast Asia. “Revitalizing Teacher Education” is one of the priority areas in achieving quality education for the region. In order to fulfill this mandate, the SEAMEO Secretariat has initiated a project titled, “Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project)”. The SEA-Teacher project aims to provide opportunity for pre-service student teachers from universities in Southeast Asia to have teaching experiences (practicum) in schools in other countries in Southeast Asia. Specifically, the aims of the SEA – Teacher Project are stated below: To enable the student teachers to develop their teaching skills and pedagogy. To encourage the student teachers to practice their English skills. To allow the student teachers to gain a broader regional and world view. To expose future teachers to diverse teaching and learning situations and opportunities, and the value of flexibility. The exchange is preferably for the 3rd-4th year students whose majors are in Math, Science, English, preschool, Economic Education, Physical Education, Elementary /Primary, and Social Science. The duration of the exchange program is one month, which is based on the mechanism of cost sharing, and takes place twice a year usually in January and July. English is used in all activities throughout the program and the student teachers’ roles and responsibilities are assigned weekly during the one-month practicum. The receiving universities are required to provide mentors to supervise and monitor the student teachers throughout the practicum period as well as providing buddies during the exchange period.

2.2 Theoretical Framework
This study utilized the theoretical framework from Kabilan (2013). He formed a framework about the benefits of the international teaching practice for the pre-service teachers’ professional and personal development.

According to him, there are five themes emerging in terms of international teaching practice. Confidence in speaking and communication. The teachers indicate that According to Kabilan (2013) pre-service student teacher exchange in Southeast Asia is now more confident, particularly in speaking and using the English language to communicate. Teaching confidence & skills Pre-service student teacher exchange in Southeast Asia claimed that their experiences of the international teaching practicum have increased their skills and confidence level in teaching. Interpersonal skills For Teacher F, Teacher E and Teacher N, the international teaching practicum has provided them a setting and an opportunity for practicing and enhancing their interpersonal skills. Teacher E emphasized that she practiced her interpersonal skills, particularly her interaction skills. This is possible due to the obvious reason of frequent interactions with teachers, staff, and students of different races, culture, and identity. New world views of education and culture Teacher Y explained that the international practicum as an experience that had ‘broadened her views on educational issues and (be) more open to global educational issues’. Adapting to new working cultures As an ongoing professional development experience, the six pre-service teachers had to learn to adjust to new working cultures and conditions. They also had to adapt to the new working cultures as practiced in the schools.

2.3 Related Studies
There are many previous studies done in dealing with pre-service teachers and their teaching practicum. The first study comes from Celik (2008) who focused on the Pre-Service EFL Teachers’ Reported Concerns and Stress for Practicum in Turkey. This study aimed to (1) identify and present the practicum experiences that generate concerns in student teachers, and their level of intensity (i.e. From the most anxiety-generating to the least), (2) help teacher educators promote a much improved understanding of the sources of trainees’ stressors, and (3) provide support for trainees to manage their practicum-based stress successfully, become more self-confident, and consequently, benefit from the teaching practice experiences as much as possible. The second research was conducted by Ateskan (2016) who investigated about Pre-service teachers’ cultural and teaching experiences abroad. This study investigated Turkish pre-service teachers’ experiences related to a two-month international teaching and cultural experience in the United States of America. In total, 289 graduate students from Turkey participated in a collaborative project from 2001 to 2010. The experience included an orientation week, six weeks of student teaching in a high school, seminars and projects at Iowa State University and cultural visits. The data were collected through a pre-service teacher questionnaire and their reflective journals. The results showed that pre-service teachers perceived the international teaching experience helped them develop professionally and personally. Through cross cultural exchanges with their mentors along with other students and their community, the pre-service teachers expanded their knowledge of a new culture and adapted to a new working environment. The third research was done by Kabilan (2013) who investigated about A phenomenological study of an international teaching practicum: Pre-service teachers’ experiences of professional development. This article reports a research project planned and organized by the School of Educational Studies in Universiti Sains Malaysia to provide an

Figure 1. Framework for benefits of international teaching practice (Kabilan, 2013)
international teaching practicum experience to six pre-service teachers for six weeks in the Maldives. Using qualitative data from an open-ended questionnaire and reflective journals, the six pre-service teachers’ experience of professional development during their international teaching practicum is examined, analyzed and described. The findings show that the six students experienced beneficial and meaningful professional development. Some challenges and limitations of the international practicum are also highlighted. Based on this study, implications for teacher education/training of TESOL/ TESL teachers are suggested.

3 METHODS
This chapter aims to present the methods of the research to describe on how do pre-service sea teachers experience professional learning during teaching practice in different cultures and the meanings that they made of their experiences in the schools as they became teaching professionals. This chapter also discusses the research design, research site, sampling procedures, and participants, data collection method, and data analysis.

3.1 Research Design
For this study, a qualitative design in the phenomenological tradition was used to describe and understand the lived experiences of the pre service teacher during their teaching process in Indonesia (Mukminin, 2012; Mukminin & Mcmahon, 2013). This method was chosen due to the nature of the study, whereby personal knowledge and subjectivity of the pre-service teachers’ professional development during the international practicum were closely scrutinized using their own personal perspectives, voices and interpretations (Lester, 1999). The purpose of this method was to comprehend the perceived gains and benefits of an international teaching practicum, as described by the pre-service teachers (Groenewald, 2004) ‘to provide a description of human experience as it is experienced by the person herself’ (Bentz & Shapiro, 1998, p. 96). In addition, this study examined the pre-service teachers’ direct experiences during their international practicum; they were taken at face value and were not influenced or determined by external elements (Cohen, Manion, & Morrison, 2002). The key elements of a phenomenological study are to understand how one or more individual experience a phenomenon and to explore in-depth accounts of experiences and their meanings from participants’ personal words, descriptions, reflections, and perspectives on the phenomenon (Merriam, 1998; Moustakas, 1994; Mukminin, 2012; Patton, 1990). Creswell (1998), Moustakas (1994), and Patton (1990) suggests that some researcher who wants to use the phenomenological tradition needs to understand the philosophical perspectives behind this tradition. Phenomenology as a philosophical tradition first came from Edmund H. Husserl (1859-1938), a German mathematician and philosopher. According to Patton (1990, 69), Husserl’s basic philosophical assumption is that: We can only know what we experience by attending to perceptions and meanings that awaken our conscious awareness. Initially, all our understanding comes from the sensory experience of phenomena, but that experience must be described, explicated, and interpreted. Yet, descriptions of experience and interpretations are so intertwined that they often become one. Interpretation is essential to an understanding of experience and the experience includes the interpretation. Thus, phenomenologists focus on how we put together the phenomena we experience in such a way as to make sense of the world and, in so doing, develop a world view. This perspective, Patton (1990 as cited in Mukminin, 2012) claims, has two implications that are often confusing in qualitative methods. A phenomenological perspective can mean either (1) “a focus on what people experience and how they interpret the world (in which case one can use interviews without actually experiencing the phenomenon oneself) or (2) a methodological mandate to actually experience the phenomenon being investigated (in which case participant observation would be necessary)”. This study addresses both aspects of Patton’s phenomenological perspective. The first aspect relates to participants of the study by focusing “on what people experience and how they interpret the world”. To address this aspect, we interviewed Pre-Service Student Teacher Exchange in Southeast Asia batch 1 and 2 from the Philippines and Thailand to get in-depth accounts of experiences and their meanings from participants’ words, descriptions, reflections, and perspectives on the phenomenon (i.e., pre service teachers’ experiences of teaching in multicultural culture).

3.2 Time and Location
This study was conducted from October to December 2018. The participants were pre-service teachers exchange in southeast Asia. The five English teachers were chosen because they were accessible to get the information.

3.3 Research Site, Sampling Procedures and Participants
The site for this study was at a public university in Jambi Province. This study was conducted from October to December 2018. The participants were pre-service student teacher exchange in southeast Asia. For a phenomenological study, the important issue is to describe the meaning of the lived experience from individuals who have experienced the phenomenon under study by collecting information from in-depth interviews with five to 25 individuals (Creswell, 2007; Johnson & Christensen, 2008; Polkinghorne 1989; Mukminin, 2012). Following Polkinghorne’s (1989), Creswell’s (2007), and Johnson and Christensen’s (2008) suggestion regarding the number of participants for a phenomenological study, my goal was to recruit all 10 pre-service student teacher exchange in Southeast Asia enrolled in the university during the 2018-2019 academic year. Of the 10 students, 5 agreed to participate in the study. Despite the fact that this study was limited to a specific public University in Jambi Province and the sample of the students participating in the study may not be representative of all Pre Service Student Teacher Exchange in Southeast Asia, the characteristics of the sample population were very diverse. The characteristics of the participants were described below: Andi, the name of the first student is Angelo. He is a man and still a college student. He is from Philippine. His major is physical education. In Jambi, he taught physical education in Senior High School. Noni, the name of this sea teacher is Noon. She is a girl. She taught English in Elementary School for six grader. She is from Thailand. Given, the name of this girl is Give. She is from Thailand. She taught math in SMA N 5 Kota Jambi. Dani, the name of this sea teacher is Dane. He is a boy from the Philippines. He taught physical education in Junior High School. Rendy, he is a student in the Mindoro State University, Philippines. He taught English as a subject in Senior High School.
3.4 Research Instruments
The main data procedure in this study was interview. We interviewed 5 pre-service teachers with different majors of teaching. Those were chosen because of they were all accessible to be interviewed. We tried to communicate with other three students, but internet connection and language were the problems during the interviews, thus only 5 participants could participated.

3.5 Data Collection Procedures
In collecting the data, interview as the main instrument was used. The interview was utilized in order to get the in depth information on the pre-service teachers’ experience in teaching in Indonesia. We used semi-structured interview techniques and recorded it in the audiotape. Each participant was interviewed about 15 - 30 minutes. The data were transcribed in order to make us easier to code the data.

3.6 Data Analysis
The strategy that we used in data analysis was data transformation. This involved creating codes and themes qualitatively, then counting the number of times they occur in a text data (Muazza et al., 2018). The recorded interview data were transcribed. Then, we submerged ourselves in the details; we tried to get a sense for each interview before we divided them into categories. It was done based on what Creswell (2003) suggested that to obtain a general sense of information and to reflect on its overall meaning. The next step was related to codes, themes, or categories. Miles and Huberman (1994) and Mukminin et al. (2019) categorized coding as an analysis, while Johnson and Christensen (2008) indicated coding as a process of marking segments of data (usually text data) with symbols, descriptive words, or categories. We developed provisional codes based on previous research, theoretical framework, research questions, and questions and topics from interviews before analyzing the data. These provisional codes helped us develop inductive codes and final themes for which we used participants’ words or terms. Finally, at the end of the step, we analyzed and reanalyzed the interview data by using within-case and cross-case displays and analyses (Miles & Huberman, 1994; Mukminin, 2012; Mukminin et al., 2018; Mukminin, Ali, & Ashari, 2015; Mukminin et al., 2019; Mukminin, 2019) to (1) to spread interviews data so researchers could find a relevant topic and understanding the data (2) to create clusters of meanings by organizing, grouping into themes or meaning units, and (3) to remove or reduce overlapping and repetitive data.

4 Findings
This session provides the findings of the research on pre-service teachers experience professional learning during teaching practice in different cultures and the meanings that they made of their experiences in the schools.

4.1 R.Q 1. How do pre-service sea teachers experience professional learning during teaching practice in different culture?
Based on the data, the findings were divided into four themes. There are: the issues of religious sensitivity, content subject differentiates, language barrier, and school climate.

4.1.1 Religious Sensitivity
Indonesia is a secular democratic country that has a Muslim-majority population. Religion plays a major role in life in Indonesia, which has the largest population of Muslims in the world. On the other hand, the Philippines proudly boast to be the only Christian nation in Asia. The issue of religion is the most remarkable topic that is burning in this research. Most of the interviewers showed their respect to the Moslem in Indonesia. It also changed their perspective about Moslem in general. yeah, first is about the culture of the students. I am very shocked because it is a Moslem school or country and many of the students are moslem so I need to be sensitive about my words. I need to be sensitive about my words in teaching so, especially I am not allowed to touch them. Right? Because some of them are sensitive about touching. (Andi, 2018) boy and girl can do activities together and they can touch each other hand. In Indonesia they cannot touch each other so I had to change my activity at that time. (Noni, 2018) Based on the data above, it can be concluded that the pre-service teachers were really careful in teaching students in Indonesia who are dominantly Moslem. The word “touching” in this case should be highlighted. According to them, they need to keep themselves from “touching” the students. All they did was a form of respect to the Moslem in Indonesia. I already have the background information on Islamic countries, so it is very hard for me to have culture shock when I have been there. But, one thing is that I was amazed with your tradition that Indonesia is very religious to their religion. You are very respectful. (Dani, 2018) In addition, according to Dani, he needed to prepare himself to know about Islm countries before coming to Indonesia. He was amazed with the religion in Indonesia.

4.1.2 Content subject differentiates
Based on the interview, it was found that Indonesia and Philippines have different subjects especially in physical education. It is claimed that Futsal is the most popular sport that is taught in Indonesia, while in the Philippines there is no Futsal. This is quite challenging for the teacher in teaching in Indonesia because they didn’t have background information about that kind of sport before. They needed some references in order to be able to teach the Indonesian students my experience in teaching in SMA 5, I learn Futsal, but in the Philippines we don’t have Futsal. (Andi, 2018) In Indonesia, it has what we called as Futsal. In the Philippines it is not taught, especially in the curriculum in the college it is not taught. I don’t have any background information about Futsal. So it is very hard for me to adjust. So I need to read the text book and article online. (Dani, 2018) Furthermore, the student, Dani said that lesson plan was also one of the problems that was perceived by them because the way how the form of a lesson plan in Indonesia is different from the lesson plan in the Philippines. yaa the challenges and experiences, one of the most top experience and challenge part of that project is making the lesson planning. I teach grade 7 and grade 9 . And it is very difficult for me to create two lesson plans and It should be written in Bahasa. And also about the pages, in Philippine we only have 4 to 7 pages for formulating a lesson plan. (Dani, 2018)
4.1.3 Language Barrier
Other experience that was perceived by the pre-service teachers was when they taught the students by using foreign languages (English). All the student teachers were coming from the country which English as the first languages, while in Indonesia not all the students can speak English well. The students-teachers got the difficulties in teaching the students. They needed someone’s help like from the teacher or students who can translate their word in delivering the lesson. I have the difficulty in English because some of the students can’t understand and not understand English so I need to have my students as my translator, even my cooperating teacher she can’t understand English, so my friend in SMA 5, they helped me to translate my English to my students. (Andi, 2018), The good thing is that, for example, in one power point I put English language also Bahasa Indonesia translation. Because when I tried to speak English some of them understand my English and some word that they didn’t understand my teacher Mr Willy translate to them in Bahasa language. My problem is English because the first time I explained about the activity and some of them didn’t understand. Mr Willy helped me and translate it in Bahasa when I taught. And in the next time, my second time he let me teach the student alone. So, the problem is language. The students tried to understand me. Sometimes I showed my body language to communicate with them. About some students they cannot speak English yesss they cannot speak English and they don’t understand English aaaa but aa in the classroom have a two to four students a very about the English language. They can translate English to Indonesia language. And I improve solve the problem by using the English very easy and use the picture. actually the main problem with that experiences is the communication, but with regards to the strategies the methods understanding toward the lesson is not difficult because I am using demonstrating method. You know demonstrating method. So I am showing them the action, for example, I am teaching physical education is more action, particular I am using different action for they are being able to understand what I am saying

4.1.4 School Climate
Dealing with the interview, the results were divided into two categories. They were how Indonesian’ students behaved and how the Indonesians’ students interacted with the teacher in the school environment. The school environment is very warm, calm and seems like a home. Every student, staff, worker and teacher are equally hospitable and friendly in nature. (Randy, 2018) my culture shock is when the first time I visited the school. After I introduced myself in the front yard. The students came to me and take my hand and put like them (cium tangan). (Andi, 2018) The students in Indonesia are very respectful compared to the Philippines the students are very arrogant. But in Indonesia, before you enter the classroom before you enter the school the will kiss your hand. (Dani, 2018)

4.2 R.Q. 2. What meanings do they make of their experiences in the schools as they become teaching professionals?
There were many memorable things that happened since the pre-service teachers taught students in Indonesia. According to the students-teachers, they learnt many things in Indonesia as a country that helped them to become a professional teacher. Based on the data, it can be concluded that the students-teachers were very happy with this program. Many aspects can be gotten and learnt by being the SEA teacher. The findings of this research were divided into two themes, they are: education as the global system and becoming a globalized teacher.

4.2.1 Education as the Global System
According to the student teacher, he argued that education is global. No matter what country you are, the system in education is almost the same. The term of education deals with teaching strategies, assessment, and evaluation. I feel like the education system in the global arena is not really different in terms of teaching strategies. Assessment and evaluation are both authentic and try to holistically develop learners. We just vary in curriculum context, content and arrangement. This can be seen in the teaching of English Language. (Rendy, 2018)

4.2.2 Teaching-learning across the globe
The program by SEA teacher helps the students to become a globalized teacher. Globalized teachers mean a teacher who is ready to teach the students from different culture.
D: I experience another culture, especially Indonesian culture. As a teacher, I need to be a globalize teacher that can address the diverse students that I can have someday. So, this is a better opportunity for me in teaching with another culture so that when I go abroad, it would not be hard for me teach the students because I already have a background, experience in how to handle another culture. (Dani, 2018)

5 Discussions
The emerging themes proposed in this study were religious sensitivity, content subject, language barrier, and school climate. The most dominant themes, answered by the students were religious sensitivity. This theme is defined as a good paradigm that is built in both pre service teachers and students in the school. Most of the pre-service teacher argued that Indonesia is a Muslim country. By that reason, the pre-service teachers certainly paid attention to their attitude to the students’ activities. Pre service teacher claimed that they were afraid of touching the students as an Islamic teaching told to them. This is in line with the study conducted by Mukminin (2012) who investigated about acculturative experience among Indonesian graduate students in US higher education: academic shock, adjustment, crisis, and resolution, which called this situation as no sense of cultural or religious discrimination in which the pre-service teacher felt that they were accepted in a new culture and by people in the host culture. This implied that the pre-service teachers were able to interact with the students from different cultures, which made them feel comfortable and warmth in the host country.
In addition, content subject, the language barrier, and school climate were three of the problems that emerged in terms of the mixing cultures. The mixing culture or known as acculturation is defined as a process of adapting to a new culture, including the behavior and internal changes that occur during the acculturating process (Berry et al. 1987; Berry 2003, 2006 as cited in Mukminin (2012). The uniqueness found in this study was when the pre service teacher said that the culture “salam tangan guru” (kissing the teacher’s hand) is a new activity that they never saw before in their home country. This finding is also consistent with the findings of previous studies that found language barriers as one of the
major acculturative stressors for international students at their host university (Mukminin 2012; Zhai, 2002; Yeh & Inose, 2003). In this study, we found that the pre-service teachers had language difficulties related to teaching the students who utilized Indonesian as the first language. All in all, those themes are related to the concept of Kabilan (2013) which found that the pre service students were exposed to new world views, ideas and perspectives of education that are different from their own, they are able to discern the different educational philosophies that underlie the way teachers teach and the way students learn. Moreover, it can be seen from the research question two, which found a new concept in the pre-service teachers’ mind. According to them, the pre service teachers needed to be a globalized teacher in order to be a professional teacher who face the students with different cultural backgrounds. Similar to Brookfield's (1995) conceptualization of teachers' practices of critical reflections, the six pre-service teachers were able to see themselves as professionals who had become more aware of their language development and their increased confidence level in using the English language during and after the international teaching practicum.

6 CONCLUSIONS

Based on the interview of five students-teachers that joined SEA teacher program, it can be concluded that there are several things that can be learnt. First, students-teachers learnt how to overcome the religious sensitivity, language barrier, content subject differences and school climate. Second, having experience in teaching different culture makes the pre-service teachers having a good preparation to be a globalized teacher who equipped with many experiences in teaching the students from different cultures.

REFERENCES