



**UNIVERSITI PUTRA MALAYSIA**

**PRE-SERVICE TEACHERS' REFLECTION OF  
TEACHING AND LEARNING**

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# **PRE-SERVICE TEACHERS' REFLECTION OF TEACHING AND LEARNING**

**By**

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**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Master of Science**

**September 2003**



## **DEDICATION**

**To all reflective practitioners**

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Master of Science

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LEARNING**

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**Faculty: Educational Studies**

Reflective practice has been introduced in practicum for pre-service teachers for the purpose of evaluating teaching strengths and weaknesses. In many instances however, pre-service teachers did not reflect on their lessons and therefore, they were unable to seek alternative ways in improving their teaching. A few factors contributed to the problem. Among them was a lack of guidance from either the supervising lecturer or the cooperating teacher. Another reason was due to the lack of explicit instructions as to how reflections should be written.

Using a qualitative case study, observations on pre-service teachers' classroom teaching were carried out, semi-structured interviews were conducted and weekly and daily reflections were analyzed.

Findings revealed that the pre-service teachers reflected on seven categories of teaching knowledge. Six of the categories were to Shulman's (1987) categories of

teaching knowledge and one was similar to Hanipah's (1999) 'Awareness of Self as Teachers'. Another category "Working Principles in Teaching" emerged from the data of this research.

This research in particular focused on reflection-on action in English Language teaching. In future, more research should be conducted on reflection-on-action in the teaching of subjects such as Mathematics and Science. In addition, reflection-in-action should be carried out to seek how pre-service teachers resolve matters while teaching.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Sains

**REFKLEKSI GURU PELATIH DALAM PENGAJARAN DAN  
PEMBELAJARAN**

**Oleh**

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Amalan refleksi telah diperkenalkan dalam praktikum guru pelatih bertujuan untuk menilai kebaikan dan kelemahan pengajaran mereka. Walau bagaimanapun, amalan refleksi tidak dijalankan secara terperinci terhadap pengajaran yang telah dijalankan. Akibatnya, mereka tidak dapat menilai pengajaran mereka dan justeru itu tidak dapat mencari alternatif yang sesuai untuk pengajaran yang telah dijalankan. Antara punca masalah dalam amalan refleksi adalah kekurangan bimbingan dari pensyarah atau guru pembimbing. Ketiadaan arahan yang eksplisit tentang bagaimana refleski patut ditulis merupakan salah satu penyebab kepada kurangnya amalan refleksi di kalangan guru pelatih.

Dengan menggunakan kaedah kajian kes, pengajaran guru pelatih sebelum temuduga separa struktur dijalankan Di samping itu,

Hasil kajian mendapati bahawa refleksi pengetahuan mengajar Enam daripadanya adalah berdasarkan pengetahuan mengajar yang disarankan oleh Shulman (1987) manakala kategori “Pengetahuan Diri Sebagai Guru” adalah berdasarkan pengetahuan yang disarankan oleh Hanipah (1999) Kategori “Prinsip Pengajaran” adalah kategori yang wujud hasil dari kajian ini

Signifikan kajian ini adalah amalan refleksi telah memberi peluang kepada guru pelatih belajar dari pengalaman Menulis refleksi berdasarkan pengalaman adalah amalan penting dalam meningkatkan kemahiran mengajar

Selain daripada pengajaran Bahasa Inggeris, pengajaran perlu dijalankan untuk subjek Matematik dan Sains Di samping itu, kajian tentang refleksi dalam pengajaran perlu juga dijalankan untuk mengetahui sejauh mana guru pelatih menyelesaikan masalah semasa mengajar

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- Figure 2      Reflective questions



### **ABBREVIATIONS**

NPE	National Philosophy of Education
PTE	Philosophy of Teacher Education
KPLI	Kursus Perguruan Lepas Ijazah

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background developments in teacher education in Malaysia. It explains the need for reflective practices by teacher educators and teachers in Malaysia. It also outlines the rationale and objectives of the research.

In the last decade, pre-service teacher education in Malaysia has emphasized a more school-based approach in teacher education. This approach emphasizes on pre-service teachers' personal involvement in classroom teaching and learning contexts. In doing so, it is believed that they would be enriched in terms of content and pedagogical knowledge and skills. One of the techniques employed in the enhancement of teaching experiences is reflective practice. Although this practice is at its infancy in teacher education, it has been considered as one of the avenues that enable pre-service teachers to build teaching knowledge based on their personal experiences in school.

#### **Background of Research**

Teacher Education and Primary and Secondary school reform are considered significant policies in educational development in Malaysia. This is due to the

country's rapid growth economically, socially and culturally. As such, the objectives of educational reforms are geared towards meeting the nation's aspirations of producing skilled and disciplined workers, fused by strong moral and ethical values with an economy that is competitive, strong and resilient by the year 2020.

In light of this development, the Government has taken positive measures towards realizing this vision. One of them is in improving primary and secondary education, with emphasis on an integrated curriculum, which is a step towards human development (Ministry of Education, 1991). In addition, steps were also taken to increase the supply of teachers at the primary and secondary levels particularly in subjects such as Science, Mathematics and English.

The *modus operandi* of education reform in Malaysia is based on the Five Year development plans, which explicitly states the educational programmes in the successive five-years. In each five-year period, numerous strategies and plans pertaining to the education system in Malaysia are mapped and implemented.

In the Seventh Malaysia Plan Period (1996-2000), the main objective of teacher education was to increase the supply of qualified teachers in the primary and secondary levels, particularly in Mathematics, Science and the English language. In light of this development, the Teachers' Education Division of the Ministry of Education reviewed its teacher education curriculum and co-curriculum components.

so that they are current and are able to fulfill the nation's demand for teachers. The curriculum and co-curriculum activities further emphasized the development of quality teachers who are not only knowledgeable and innovative but also highly disciplined, strong motivated and dedicated.

In the recent implementation of the Eighth Malaysia Plan Period, (2001-2005), the government acknowledges that knowledge by itself is insufficient to bring about the development of a progressive nation. In his address to a convention of master teachers, the Prime Minister, the Honorary Datuk Seri Dr. Mahathir bin Mohamed, stressed on the key role that teachers need to undertake in nation building. He asserted that teachers are responsible in nurturing values and good practices among the younger generations as the future of the country depended on the teachers' abilities to mould the characters of their charges (New Straits Times, November 14, 2001).

To achieve this objective, several significant efforts will be undertaken so that positive values are inculcated and reinforced through its education and training system. One of its efforts is in the introduction of a new training module for pre-service teachers that stresses on the importance of ethics and moral values. This effort is another positive step towards inculcating a caring culture among teachers and towards developing a caring, and persevering personality of its future generation (New Straits Times, September 10, 2002).

The incorporation of ethics and moral values in teacher training programmes aims at improving the quality of teacher education so that teachers have the capacity in delivering the desired skills and knowledge to their charges.

The foundation for education system in Malaysia is based on the National Philosophy of Education (NPE). It encompasses all levels of primary, secondary, college and university education. The statement in the National Philosophy of Education states:

*Education in Malaysia is an on-going effort towards further developing the potentials of the individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess a high level of personal well-being, as well as being able to contribute to the betterment of the society and the nation at large...*

(Ministry of Education 1982:2)

In the context of teacher education, its curriculum is built on the basis of NPE, which consists of three essential components that is, subject knowledge, pedagogical skills and values. The three-prong model will further enhance the spiritual, emotional and physical development of pre-service teachers in relation to a strong belief in God, the awareness of self as teachers and their moral obligations to society

In addition, Malaysia's Vision 2020, which is the brainchild of the Prime Minister, Datuk Seri Dr. Mahathir Mohamed envisioned that by the year 2020, the people of

Malaysia would be “psychologically liberated” and “psychologically subservient to none” (Bajunid, 1999). This statement implies that an excellent education system is necessary in order to build the foundation for a healthy, skilled, agile labour force that will be able to compete successfully in the world market and that also conforms to international standards of quality. This means that schools will be the platform for nurturing creative thinking and learning skills, the essential components for future manpower needs. Thus, teachers are disseminators of positive values to their charges through Civics and Moral / Religious Education. The implication is that there will be a shift in the role of teachers, that is, apart from disseminators of knowledge, teachers need to nurture positive values of Malaysia’s young generation so that values such as loyalty and love for the country, good citizenship and respect for leaders and elders will be transmitted.

Such challenges in the development of education will therefore witness teaching as becoming an increasingly demanding and challenging profession, as the generations of young Malaysians will grow up with a different set of values and expectations. Thus it is imperative for teachers to equip themselves with teaching knowledge and values that would enable them to cope with the demands and challenges towards developing the future generations.

Several challenges have been identified in the government’s pursuit of meeting the desired outcome in pre-service teacher education. One of them is towards producing