

Designing Dialogue Journal to Guide Teaching Practice Process through Online Tutorial at Universitas Terbuka

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Abstract

During this time, PGSD Program at UT provides the face-to-face tutorial (TTM) for practice courses such as the Strengthening of Teaching Skill (PKM). By reason of the students are spread far apart and the number is less, so it is inefficient to organize TTM for PKM. Therefore, in the year of 2017, it was conducted a trial of an online tutorial for PKM. Whereas the tutor manages the online tutorial activity from a distance, the supervisor guides the teaching practice activities of the students directly in the classroom. The challenges occur due to student failure in interpreting tutor direction, and uncontrolled validity of teaching practice process. To answer the challenge, a Dialogue Journal is designed, as an instrument that presents the validity of the supervision process. Through a descriptive method approach, it will be developed the pattern of online tutorial activities for PKM conducted by UT. In addition, some concepts of online dialogue and teaching supervision activities will be reviewed as well. Based on reviews of a document and the results of observation of the ongoing online tutorial, the hypothetical design of the dialog journal will be proposed as well as to be presented the pattern of the online tutorial with journal dialogue for PKM.

Keywords:

PKM; Online Tutorial; Dialogue in Online Tutorial; Supervision Process; Dialogue Journal



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INTRODUCTION

One of the practical courses offered by PGSD Program at Universitas Terbuka (UT) is The Strengthening of Teaching Skill (Pemantapan Kemampuan Mengajar/PKM). Currently, there are about 6000 students who enroll in PKM course. The students are spread all over in Indonesia, from cities to remote areas. In order to control teaching practice process,

PGSD Program provides face to face tutorial (Tutorial Tatap Muka/TTM) that conducted in the district area. One TTM classroom for PKM consists of 15 students. Since many graduates, it automatically reduced the number of active students. Therefore, an efficient and effective strategy is needed to organize teaching practice activities in PKM course. Online tutorial (Tuton) is an alternative that is

believed to solve the managerial problem of PKM course.

Since 2017, the online tutorial conducted as a trial test for the PKM. Unlike in face-to-face tutorials, in online tutorial activities, tutors do not have the opportunity to observe directly teaching activities in primary schools where students teach as teachers. For that reason, supervisors are asked to observe and provide immediate feedback on student performance. There are obstacles that arise when students are unsuccessful to interpret the written language of teaching practice instruction in tuton. The supervisors are expected to have a lot of experiences in terms of teaching supervision since they have to provide good feedback to students. Moreover, it is still necessary to design instruments to ensure the results of feedback from supervisors to students based on the reality in which students practice.

In order to improve online tutorial services for PKM course, in particular, to find good procedures for controlling the truth of the teaching practice process, the first step is a review of the concepts and theories underlying the development of the instrument that called The Dialogue Journal. While during this time, the

instrument used to observe the practice of teaching skills is the teacher's assessment tool (APKG). This instrument only describes the results of the measurement of students' teaching skills in the form of numbers where the number 4 represents the highest value and 1 is the lowest value. Meanwhile, the Dialogue Journal can record the process of guidance that occurs between students and supervisors after the teaching practice takes place in which it can describe the level of students' understanding in mastering every basic teaching skill.

In Section 2, the concepts of PKM, online tutorials (Tuton), as well as the supervisor's tasks, will be reviewed. All these concepts will underlie the design of the Dialogue Journal form and also the pattern of online tutorials for PKM course. In Section 3, the methodology of developing the design of Dialogue Journal and the pattern of Tuton for PKM course will be shortly explained. Furthermore, in Section 4, the design of the Dialogue Journal and the pattern of Tuton for PKM course will be explained along with the picture of both. Finally, future work will be described in Section 5.

LITERATURE REVIEW

The skills of teachers in planning and implementing of instruction are one of the capabilities which teachers must possess. Teaching skills are complex skills, which play a major role in the success of the instructional process. In order to master good teaching skills, student-teachers need to be given the opportunity to practice gradually and systematically.

One of the courses in the Teacher Education Degree Program to develop and establish teaching skills is the Strengthening of Teaching Skills (Pemantapan Kemampuan Mengajar/PKM) with the aim of equipping students with the ability to manage instruction effectively. In the course of PKM, student-teachers conduct practice teaching under Supervisor guidance by applying various knowledge, skills, and attitudes that have been previously learned in the activities of designing, implementing, and evaluating the instructional activities as well as accounting for the instructional decisions and actions (Tim FKIP, 2007).

Teaching practice is seen as one of the core components of teacher education programs. Deaf & File, 2009 (Hamaidi et al., 2014) states that teaching practice enables students to develop the necessary skills

and creativity in teaching. Further confirmed by Lingam (2002) and Williams (1994) (in Hamaidi et al., 2014) that the success of teachers is not only determined by the mastery of theoretical knowledge but also the teaching practices that help develop important skills and behaviors for the development of teaching skills. This is in line with the phrase "theory without practice is empty, practice without theory is blind" (Morrison & Werf, 2012 in Hamaidi et al., 2014). The research conducted by Hamaidi, et al (2014) indicates that students had benefited from teaching practice activities in terms of the development of teaching skills.

To direct students in carrying out teaching practice in order to strengthen the mastery of teaching skills, there is a need for conducting supervision. In the course of PKM, students are guided by Supervisors both at the time of tutorial and of teaching practice in school. Supervisors at the school help students by providing feedback and comments on students' teaching skills during the teaching practice. Through discussions with Supervisors, student-teachers not only get help in instructional problem solving but also have the opportunity to build knowledge based on the problems encountered and the

Supervisor's ideas (Choi, 2006; Hung et al., 2005). Discussions with Supervisors can also develop habits of mind (Makinster et al., 2006).

Expert support and professional support are required for student-teachers to develop and improve their teaching abilities over existing capabilities. The comments and suggestions given by the supervisors serve as concrete guidance on the ability of the teacher. Teachers can take advantage of supervisory feedback as directives and guides to improve and increase teaching skills. With regard to professional assistance and support in supervising, supervisors should design and implement supervision that develops student-teacher teaching skills. Supervisors are expected to be resource persons who can provide comment and feedback on students-teacher teaching practices. Supervisors are also expected to maintain and improve student-teacher motivation to continually learn to improve the quality of self and instruction.

In the distance education institution, supervision can be conducted online. The online tutorial provides value for student-teachers. Koenders (2006), stated that online collaboration activities can develop communication, articulation, collaboration,

and reflection skills. Meanwhile, according to McLoughlin & Luca (2006), online interaction can encourage active participation and share ideas, provide responsive and constructive feedback, and develop an effective climate for message-centered learning. Furthermore, Anderson (2006) stated that through online discussion learners will master communication skills in a responsible and professional manner.

To keep up the quality of guidance and to ensure the occurrence of the supervision process with the supervisor at the school, the Journal of Dialogue is developed. The concept of dialogic is adopted as the basis for designing the Dialog Journal format which is used during the supervision process of the teaching practice by the supervisors. The concept of dialogue was presented by Paulo Freire. According to Freire (Rahma, 2017; Chandrawati, Kaufman, & Scott, 2015), the concept of dialogue, communication, and critical analysis of reality, is a method of liberation for those who feel oppressed. Dialogue requires people who are sincere, positive-minded, in addition to a sense of being critical. Dialogue is neither dominative nor imposing. In the context of instruction, there must be a dialectic

between text and context, as well as text and reality. In dialogue, there must be an attitude of listening and understanding of oneself as an imperfect being. Added also by Desstya, et. al. (2017) that Freire's educational model is a humanist education. In the context of guidance of teaching practice, between students and mentors intertwined harmony in dialogue to find a concept of knowledge.

Meanwhile, the journal is a notebook that keeps a record of the results of teaching practice which was written by their own students as a reflective report. In addition, the journal is also a record of the supervisors' perception of their observations of the teaching practices of the student teachers (Indonesian Big Dictionary). According to Gunawan, Alifiyah, & Evananda (2017), in the dialogue journal, there was used questions that are dialogical and do not accuse, corner, or blame. Furthermore, the development of the question is aimed at making students together supervisors can realize the achievement of learning that has been exceeded based on the result of a performance assessment of the student-

teachers who have conducted teaching practice.

MATERIAL & METHODOLOGY

This is a theoretical review of the design of The Dialogue Journal Form applied on Online Tutorial (Tuton) of PKM course in S1 PGSD Program. The pattern was developed based on the tutor's experience in guiding Tuton of PKM course in the semester of 2017 / 18.1. In addition, The Form of Dialogue Journal is explored through literature review.

RESULTS AND DISCUSSION

The Dialogue Journal Form

In Section 4, it described the procedure of supervisor' guidance of teaching skill practice. First, the student conducts teaching skill in the classroom under supervisor's monitor using Teaching Skill Assessment Tool (APKG). Based on The APKG, supervisor notes the strength and weakness of students' performance on The Dialogue Journal. At the same time, Supervisor had to prepare in writing the past experience of teaching skill practice in Dialogue Journal.

Dialogue Journal Form

Student's Name:
Theme:
Grade:
Date:
Supervisor's Name:

A. Supervisor's note on the strengths and the weaknesses of student's performance in practicing teaching skills.

B. Supervisor's reflection on her/his past experience related to the instructional process, especially in weaknesses of student teaching performance.

C. Student's questions related to the supervisor's reflection.

D. Dialogue and Discussion results related to students' questions.

E. The Values of the supervision process.

F. Supervisor's note on student' performance in practiced teaching skills.

Figure 1.
The Dialogue Journal Form

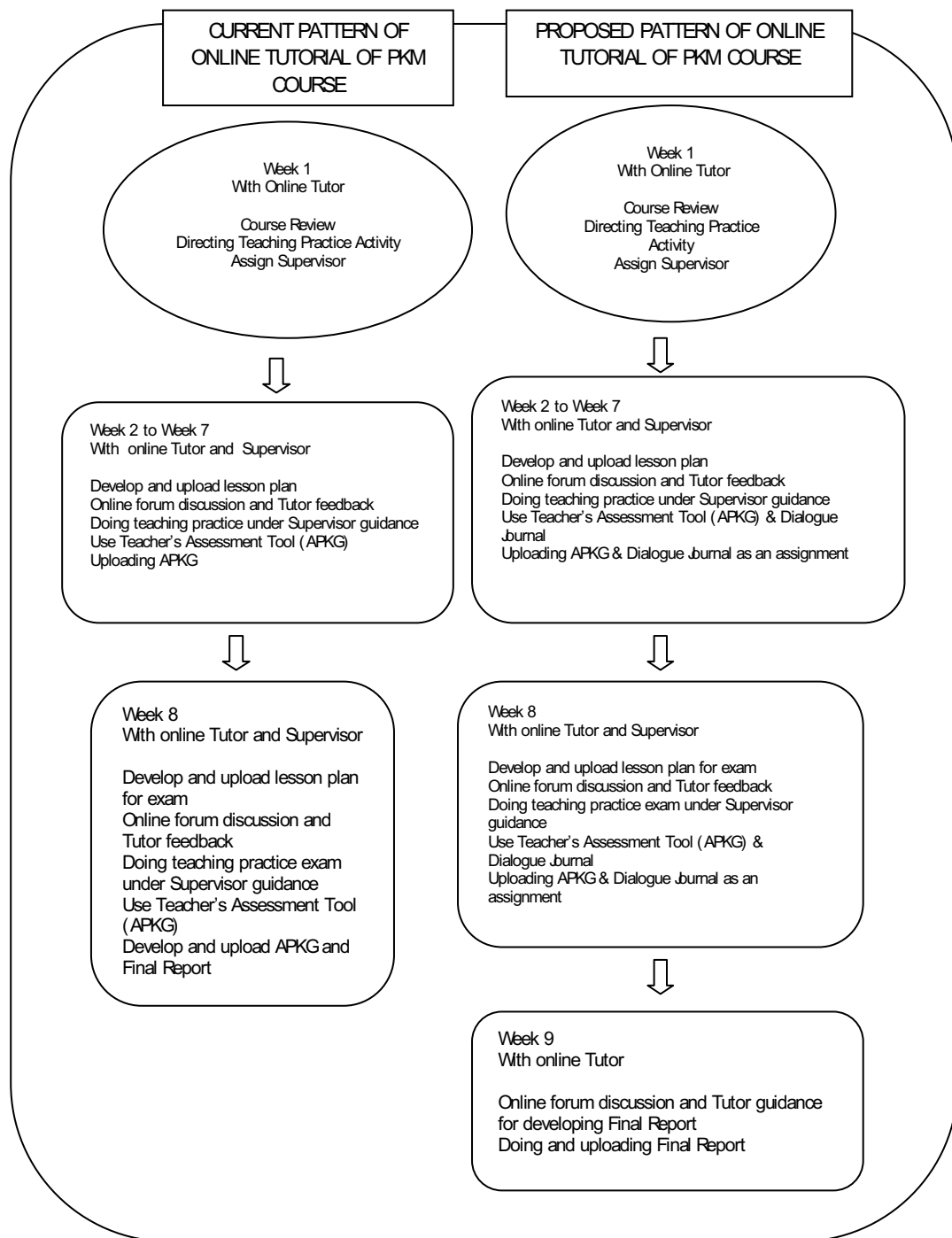


Figure 2.
The Online Tutorial Pattern using The Dialogue Journal

The aim of it is a trigger of student's teaching practice reflection. Second, based on the supervisor's writing, the student develops a minimum three analysis question. The example of analysis question

is such as "How did you (supervisor) decide to apply the style of a particular student organization?" or "Why did you (supervisor) not use the particular strategy for handling your specific student?" Third,

together with the supervisor, the student makes dialogue and discusses to answer the question. The expectation of these activities is the achievement of learning values for both student and supervisor. This related to Butler & Dlacopoulos (2016) that writing journals and discussion in the supervision process can make students act upon practice. Finally, the supervisor writes a note on students' performance in practice teaching skill. The student has to develop the journal form as much as teaching skill that the student practiced (See Figure 1).

The Pattern of Online Tutorial for PKM Courses

The Dialogue Journal is one of the tools used as proof of the implementation of teaching practice and becomes one of the aspects of assessment in the course of PKM. Teachers' notes about student performance during teaching practice become input for tutors in the tutoring process. This is what distinguishes the proposed PKM online tutorial patterns from the existing pattern.

In the proposed online tutorial pattern, at the first meeting, tutor presents the course overview, including the teaching practice process. Accordingly, the student,

from the first session, has to have the teaching practice supervisor. The difference between the proposed pattern and the existing one is in the second until seventh session, in which the students must upload the journal dialogue because the tutor will adjust the tutorial process in the tutorial class based on the practice supervisor's notes. This related to Caires & Almeida (2007) that one of the students' satisfaction from the teaching practices is the availability of supervisor' response to the student needs. Additionally, the developed online tutorial pattern also proposes an additional session in which the tutor can discuss and guide the student in developing the final report. Moreover, the picture of the Online Tutorial Pattern using The Dialogue Journal will be shown in Figure 2.

CONCLUSION

Taking into account the characteristics of PKM as practice courses and online tutorial activities that have been going on for so long, it is necessary to develop a special online tutorial pattern for PKM courses equipped with the use of Dialog Journals to keep up the online tutorials and ensure the implementation of teaching practices in schools.

The Design of Dialogue Journal and online tutorial patterns for PKM courses that have been developed are still hypothetical. Therefore, designs and patterns that have been developed need to be validated in terms of concepts and need to be tested to find out the feasibility in the guidance and supervision process through online tutorials.

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