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Supervision State of Professional Experience Practice in Faculty of Education, Suan Sunandha Rajabhat University

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Abstract

This research aims to study the conditions of supervision of professional experience training in the Faculty of Education in three aspects: student preparation, operational supervision, and the evaluation aspect. The population used in the research were supervisors at the Faculty of Education. School Instructor is the 5th year student of the Faculty of Education, the administrator of the department of professional experience training of the Faculty of Education. School administrators or those responsible for vocational training within the school from the Joint Teacher Vocational Development School under Bangkok that Suan Sunandha Rajabhat University has signed with Bangkok in the Memorandum of Cooperation (MOU). The results revealed that: School administrators or those responsible for vocational training within the school student preparation most of the supervisors had appointments. Or agree with students in advance and gave students some information about the school before they went for professional experience. The manner of giving the advice of the supervisors is to give advice on what they have already experienced—giving students the freedom to discriminate on their own and give advice by using personal experience to give principles and reasons and giving students the freedom to make decisions for themselves. Most of the school supervisors provide detailed school information to students who are attending vocational training.

Keywords: Professional Experience Practice, Student Teacher, School Practice

Introduction

The most critical role in education is the teacher; they are the ones who teach, guide and provide guidance for the youth to have enough knowledge and competence, which is the



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foundation for living, working, and developing a country. In addition, a good teacher can instill good leadership traits in children and train them to be morally conscious, creative, diligent, and responsible to the public. All of this is for the good of their security, family, and nation. Therefore, it is an essential duty of teacher-producing institutions to create quality teachers.

Therefore, the Faculty of Education, which is responsible for producing teachers, should be seriously interested in solving the problems that arise in the production of teachers for this institution to create high-quality teachers that can develop national education because the teaching profession is a profession that plays an essential role for the citizens of a nation. Therefore, a person who becomes a teacher must have sufficient knowledge, abilities, and skills, which must be trained according to professional characteristics before entering the actual profession. This is due to the importance of being a teacher, which is the professional skill gained from practical training to pass on knowledge to others. (Suporn Sriphahon, 1972).

Professional experience course is a high-level subject in the category of teachers according to the curriculum of higher education institutions that produce teachers. Success in this course will indicate an individual's future professional accomplishment from the teacher's professional practice. Learners will enjoy their classes, and teachers will be more focused on their profession (Chulalongkorn University Faculty of Education, 1998) from the essence of giving professional experience. Just like working out in other professional fields, it is the ultimate activity that gives students first-hand experience before leaving to become a teacher themselves.

In the practice of professional experience, there are three parties involved as follows:

1. Institutions that produce teachers consist of a committee responsible for organizing and conducting professional experience training and faculty supervisor.
2. Institutions that conduct professional experience training consist of the school administrator, the school supervisory teacher, and the school teacher.
3. Students who practice professional experience.

A student's professional experience training cannot go smoothly if they must practice their professional experience alone. Although the institute is well trained in both academically new teaching methods and technology, in practice, students still lack the expertise to use teaching methods by the content—lack of expertise in procuring and using teaching materials. Therefore, students need to have an observer to assist in teaching and practice or to conduct supervision in order for students to have a positive attitude towards the teaching profession and to improve teaching quality. Throughout vocational training in the school, those who



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perform this role are the school supervision teacher and the institute's supervisory teacher. The supervisors who supervise students will have different supervision processes according to each person's personality, character, and knowledge.

The Faculty of Education has prepared a manual for professional experience training to provide professional experience and the roles and duties of related personnel as follows. (Department of Teacher Training, 1988)

Objectives of the Teacher Professional Experience

1. To strengthen student-teachers to have good teacher qualities and have a good attitude towards the teaching profession.
2. To encourage student-teachers to learn duties of teachers according to the curriculum at a level that can be taught clearly and extensively through practical practice in real-life situations as much as possible.
3. To encourage student-teachers to learn the theory and practice in harmony so that they can perform the duties of teachers appropriately and with good results.
4. To strengthen the student-teacher's attitude towards community development and learn about community development work.

Roles and Duties of Instructors of the Faculty of Education

1. Study and understand the work of teaching professional experience to perform supervision work by the work in the roles and duties of other supervisors.
2. Participate in the planning of meeting with teachers with professional experience.
3. Participate in the orientation seminar during and after the teaching experience
4. Participate in meetings to discuss and improve and solve various problems in teaching students' professional experience.
5. Coordinate with various personnel related to teaching professional experience in the Faculty of Education and the School.
6. Review and give advice, improvement, correction, teaching schedule, and lesson plans.
7. Observe teaching, give advice, and record recommendations in a student's identification book or professional experience training observation form.
8. Supervise and evaluate according to the period specified in the calendar.
9. Consultation with school administrators and school supervisors to jointly solve various problems that arise with students.



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Roles and Responsibilities of Teacher Training School Administrators

1. Collaborate with the Faculty of Education in providing information on the practices and operations of students.
2. Coordinate with the Faculty of Education or Instructors regarding the implementation of professional experience training.
3. Provide suggestions and opinions to the Faculty of Education regarding the organization and operations to develop professional experience training.
4. When there is an incident involving students that could cause damage to the school or the Faculty of Education, the Faculty of Education should be notified as soon as possible.
5. Select the personnel to serves as a school supervisory teacher and coordinator.
6. Assign work in duty to the school supervisory teacher and related personnel.
7. Coordinate and provide advice and recommendations on the performance of the school supervision instructors and personnel involved in professional experience training.
8. Supervise the assessment of professional experience training of the school supervisory teacher and related personnel following the regulations.
9. Give orientation to students by introducing them to personnel, places and assigning tasks that students have to do.
10. Take care and provide necessary welfare for students.
11. Give advice and advice Guidelines for solving problems and behavior of students.
12. Introduce students to local people and places and participate in various local activities as appropriate for the occasion.
13. Evaluate the results of the student's professional experience training according to the Faculty of Education assessment form.

Roles and Duties of School Supervisors

1. Supervise and supervise students who have been assign to conduct themselves and work responsibly.
2. Engage students to practice teaching professional experience following various procedures prescribed by the Faculty of Education by meeting students and making an appointment to perform assignments, deliver content and lesson plans, check plans, improve and then return it to the students.
3. Provide advice and assistance in vocational training for students as appropriate, such as giving advice and supporting materials for making media as the school supports.



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4. Provide advice and suggestions for solving problems in the course of work when students have problems.
5. Give advice and clarify the issues that should be correct, along with suggesting solutions.
6. Evaluate the results of the student's professional experience training.
7. Handing out the student's professional experience training documents to the Faculty of Education.

From the roles and duties of the supervisors of the Faculty of Education and school supervisors as mentioned above, it can be divided into three parts of the practice of supervisory supervisors in the supervision of professional experience training:

- Part 1 Student Preparation
- Part 2 Supervision Operations
- Part 3 Assessment of Supervision

Supervision is both a science and art. Supervision processes are classified as science because they are philosophical processes that seek truth, knowledge, and value in things related to education. The part is art because it requires techniques, methods, and human relations to work with others—liaison motivation for change towards the goals of educational management. (Preeyaporn Wongnutrarot, 1997)

Because supervision is a follow-up process to help guide students to practice their professional experience to develop students, therefore, it is a process that plays an important role. It is necessary for the management of education. Supervision of supervisors who supervise students for professional experience each branch of early childhood education will have a different process. Furthermore, the nature of the supervision has a significant impact on the students who attend the professional experience training.

The problems of supervision found in the teacher's professional experience training, which Phitsawong Thamphanta (1975), Nattaya Pattarasaengthai (1975), and Jintana Sunthornwiphak (1978) have researched the following problems:

1. The supervisor has no intention of supervising students.
2. The number of supervisors is not enough for the number of students.
3. Supervisors do not have time to advice students.
4. The supervisors lack knowledge and understanding in supervision.
5. Instructors lack suitable supervision methods.
6. The supervisor has little experience in supervision.



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7. Teacher supervision does not have a clear supervision model.

Therefore, the researcher is interested in research to study the conditions of supervision for professional experience training. Of students of the Faculty of Education Suan Sunandha Rajabhat University in the preparation of students' operational supervision evaluation aspect and problems of supervision of professional experience training, they also study the management of professional experience training in the Faculty of Education. The management of professional experience training in the part of the school on the policy of managing professional experience training Personnel involved in the management of professional experience training. How to carry out the management of professional experience training and problems encountered in the management of professional experience training to use the research results in the study and as a guideline. For those directly responsible or those involved in organizing professional experiences in the Faculty of Education. The research results have been used to create appropriate supervision guidelines. It is beneficial to advance further the teaching experience of the Faculty of Education able to produce good quality teachers to help develop workforce and national education to be effective as needed.

Objectives of the Study

To study the conditions of supervision of professional experience training in the Faculty of Education in three aspects: student preparation, operational supervision, and the evaluation aspect.

Research Scope

1. Population and Sample

The population used in the research were supervisors at the Faculty of Education. School Instructor is the 5th year student of the Faculty of Education, the administrator of the department of professional experience training of the Faculty of Education. School administrators or those responsible for vocational training within the school from the Joint Teacher Vocational Development School under Bangkok that Suan Sunandha Rajabhat University has signed with Bangkok in the Memorandum of Cooperation (MOU) for the second semester of the academic year 2019, a total of 50 students.



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2. Variable scope

This research aims to study the conditions of supervision of professional experience training. The scope of research is as follows:

A study of supervisory conditions of supervisors to supervise students to practice professional experience in the Faculty of Education. Aims to study the nature of the process and methods used by supervisors in the supervision of professional experience training, which are divided into three areas: student preparation; Operational supervision and the evaluation aspect and problems in the supervision of professional experience training that supervisor encountered They also study the management of professional experience training in the Faculty of Education. And the management of professional experience training on the part of the school in terms of the policy. By the management of professional experience training personnel involved in the management of professional experience training how to carry out the management of professional experience training and problems encountered in the management of professional experience training.

3. Time scope

This research Emphasis on the study of supervisory conditions, professional experience training by collecting data from lecturers of the Faculty of Education School Instructor. The 5th year student of the Faculty of Education, the administrator of the Department of Professional Experience Training of the Faculty of Education. School administrators or those responsible for vocational training within the school from the Joint Teacher Vocational Development School under Bangkok that Suan Sunandha Rajabhat University has signed with Bangkok in the Memorandum of Understanding (MOU) for the second semester of the academic year 2019.

Methodology

1. Research methodology

This research is the use of quantitative data was used to study the conditions of supervision of professional experience training, Faculty of Education, Suan Sunandha Rajabhat University.

2. Research process

The researcher has determined the tools used in this study are: A questionnaire for the opinions of lecturers in the Faculty of Education School Instructor The 5th year student



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of the Faculty of Education, the administrator of the Department of Professional Experience Training of the Faculty of Education. School administrators or those responsible for vocational training within the school, Faculty of Education, Suan Sunandha Rajabhat University The researcher has created the following tools:

Step 1: Study the documents, courses, and research related to the teaching professional experience training. To be used as a conceptual framework for research Set the scope and issues of the questions in accordance with the objectives. Along with the draft questionnaire according to the research objectives

Step 2: Develop a questionnaire on opinions towards students practicing teaching professional experience, Faculty of Education, divided into three parts:

Part 1 General information of the respondents. They are closed-ended and open-ended.

Part 2 Opinions on teacher professional experience training students divided by level of feeling.

Part 3 Suggestions and Solutions It looks like an open end.

Step 3 Bring the completed questionnaire to experts to verify the content and language used. And bring it back to edit.

Step 4 Take the updated questionnaire to the experts for review again.

Step 5 Finding the confidence of the questionnaire by using the questionnaire that has been modified to experiment with mentors of 30 students who practiced teaching professional experience of the Faculty of Education by using the alpha coefficient method. Cronbark's Alpha-coefficient and Confidence (Reliability) are equal to 0.90

Step 6 Take the revised questionnaire. To be used to collect information.

3. Research results

In collecting this information, the researcher personally distributed the complete questionnaire to the sample group in the network of cooperation projects for teaching professional experience and distributed by supervising students at the School for Teacher Professional Development according to the specified number of samples.

4. Data analysis

Data analysis when collecting questionnaires and check the completeness of the questionnaire. The data was analyzed by using the statistical package program as follows:

The first part of the questionnaire was the general information of the respondents the researcher will analyze by frequency distribution and percentage.



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The second part of the questionnaire was the opinions of the mentors towards the students in teaching professional experience training. The researcher will analyze using the mean score and standard deviation.

Conclusions

Condition of supervision of professional experience training Information from lecturers of the Faculty of Education School Instructor The 5th year student of the Faculty of Education, the administrator of the department of professional experience training of the Faculty of Education. School administrators or those responsible for vocational training within the school student preparation most of the supervisors had appointments. Or agree with students in advance and gave students some information about the school before they went for professional experience. The manner of giving the advice of the supervisors is to give advice on what they have already experienced—giving students the freedom to discriminate on their own and give advice by using personal experience to give principles and reasons and giving students the freedom to make decisions for themselves. Most of the school supervisors provide detailed school information to students who are attending vocational training.

As for the treatment of students, when students are asked to perform other tasks other than teaching, school supervisors will make friendly suggestions. To create a relationship in the form of a friend, characteristics of assignments for students to do by taking care to help school supervisors have made recommendations. And demonstrate work in various functions by giving students the opportunity to work in various functions other than teaching. Provides detailed advice on the curriculum the school is using and demonstrating classroom teaching for students to see as an example during the first weeks of professional experience training.

Discussion

From the results of a study on the condition of supervision of professional experience training, Faculty of Education, Suan Sunandha Rajabhat University, the researcher would like to present the issue for discussion of the results as follows:

1. Preparation of experiences for students prior to teaching professional experience

Before dispatching students to different schools, the Faculty of Education should organize orientation, skills training, and training on writing a learning management plan. Use of teaching materials writing lesson plans, and teaching methods in class control behavior during school and other related subjects such as exhibitions production of teaching materials. It is a



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5-to-10-day workshop before sending it to school. To enable students to be competent, confident, and ready to perform their duties in school.

2. Student supervision

Instructors should inform students more often because students need help from teachers, especially during the first period of professional teaching experience training. School supervision teacher and teaching supervision teacher there should be close cooperation and coordination between both teachers and mentors. Mentors should have more time for students. Take care to help students point out the shortcomings to the students to improve between students teaching in class. The mentor may supervise and advise to help reduce problems for students by coordinating closely with the supervisors in assisting students.

3. School for Teacher Professional Development

Facilities should be provided to students. Regarding equipment, books, materials in the preparation of some media, including the workplace, by allowing students to participate in school activities as a teacher, do not assign special assignments beyond what the student can accept. Furthermore, it does not confuse work. The school should provide a mentor. Supervisors coordinate with student groups as well as selecting and closely supervising teachers who act as mentors.

4. In relation to the university

The Faculty of Education should develop a plan for teaching students' professional experience. By delivering students following the school's needs, inform the school about the reasons for dispatching students to the school and mentors. This may be done by submitting documents or organizing a meeting of the school administrators or representatives involved.

Recommendations for Further Study

Suggestions for applying the research results

From the study results on the condition of supervision of professional experience training, the Faculty of Education in Suan Sunandha Rajabhat University, can use the research results. It is used to supervise students to practice their professional experiences in the Faculty of Education to be more valuable and efficient.

Suggestions for future research

Additional interviews with the sample group in schools or other agencies should be conducted as a guideline for improving appropriate supervision for supervisors. To increase



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the efficiency of supervising students to practice professional experience in the Faculty of Education.

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