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Lessons Learned From the Problem of Teaching Professional Experience Training

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Abstract

This research aims to study the problem of teaching professional experience training of students of the Faculty of Education and lessons learned from the problem of teaching professional experience training of students of the Faculty of Education. The population used in the research was the Faculty of Education students who practiced teaching professional experience, fifth year. This research employed a mixed research methodology combining quantitative and qualitative methods. For the quantitative research part, the research sample consisted of 400 students of the Faculty of Education who practiced teaching professional experience, fifth year. As for the qualitative research component, the sample group was 120 students by purposive sampling method. The results revealed that: the solutions to the problems mentioned above, according to the experts, were the students should resort to various resources in their teaching and use different teaching methods to enhance their students' interest. Furthermore, the faculty of education should provide the students with orientation and training before practicing teaching. Moreover, the students should know the ways to integrate teaching with activities in practice.

Keywords: Lessons learned, Professional Experience Training, SWOT

Introduction

Technological advances have developed rapidly, resulting in economic changes. Socio-cultural, education creates more competition. Moreover, for Thailand to stand up and fight against civilized nations, it must develop the quality of its people. The best way to improve the quality of people in education. Therefore, education management is a guideline for the development of people in the nation. In education management, teachers have a role and importance and influence people as national educators. Teachers are the ones who determine the future of the nation. Any nation that has a knowledgeable teacher is a selfless person who



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intends to work for the benefit of students. Thus, that nation will have a citizen who is intelligent and intelligent, has potential, and can compete with every country in the world (Rung Kaew Daeng, 1998).

A teacher's profession is a profession that is characterized as an honorable profession. Teachers are the people who develop the youth of the nation to progress and live happily in society. Teachers are therefore involved in the development of people from the beginning of learning. Therefore, the teacher is known as the precursor. A national mold is like a word that describes a teacher as a hired boat. Therefore, the teacher's profession is regarded as a high-class profession that plays a critical role in developing students and society (Pichai Chaisongkham, 1999).

The teaching profession is a professional, which will train as well. Therefore, training in the teaching profession that is considered of great importance is professional experience training. This enables students to apply their knowledge, such as knowledge and competence, according to professional standards set by the Teachers Council of Thailand. Furthermore, the unique abilities gained from the instructors' practice in applying them to practice teaching skills in various forms. Along the way, they can learn about the reality of teaching in various educational institutions.

Teacher professional experience training it is the heart of the teacher's production process. Because it is a practical training process that will help build students and teachers into loving people. Faith in the teaching profession and have the knowledge and ability to perform the duties of a teacher effectively and satisfactorily for the teacher-user unit, various practical processes that will help produce teachers with desirable qualities; cooperation is essential. Moreover, assistance from the teacher user agency is serious. The teacher-user agency is a place for practice as a model source for student teachers to learn from real-life situations. Coupled with theoretical learning from the university at every step.

Teaching a qualified teacher professional experience is the process of shaping the student-teacher into a person with knowledge, thinking, morality, and characteristics of being a good teacher. Proficient in the technical, methodological, and strategic skills that will lead the learners to their intended goals. In the management of professional experience, training requires good administrative and management elements. In terms of planning, they were organizing, organizing appropriate teams, communication both within and outside the organization, continuous motivation and supervision in collaboration with teacher user agencies, education, and local stakeholders. However, professional experience training is one of the essential functions of the teacher training institute.



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Student-teacher professional experience training is not just teaching professional experience—only theory in the classroom and practice in the field. However, the performance of all teachers like a regular teacher of an educational institution, students must follow the rules. Regulations of educational institutions where students practice teaching work as homeroom teachers take care of students daily. Teachers, activities which will affect the development of a suitable personality. Good attitude towards the teaching profession and awareness of the advancement in the teaching profession in the future.

Teaching professional experience training of students in the Bachelor of Education Program (Faculty of Education, Suan Sunandha Rajabhat University, 2019) has defined professional experience training into two steps. Step 1, observation and teaching practice. Students must register for classes and practice observation and teaching practice of teachers in networked schools. Step 2, students must practice professional experience or teaching practice for one academic year by the teacher professional experience training department. The vocational training program has been planned in 7 steps as follows: 1) Coordinating with schools 2) School selection process 3) Pre-training orientation 4) Sending students out for vocational training 5) Instructors visit the school of experience professional and student at least three times per semester 6) Discussion meeting during vocational experience training 7) Arrange a post-training briefing

Professional teaching practice for fifth-year students in semesters 1 and 2 will be required to practice teaching. Moreover, according to the educational institutes under the Ministry of Education, research in the classroom at the response level enable students to bring their professional knowledge and skills gained from instructors. To apply in real situations in the classroom all along, got to know and study children. have worked with teachers and other personnel in the school had the opportunity to participate in various activities of the school which will help students to develop themselves in every aspect Students who practice teaching professional experience have a mentor to provide advice and guidance in various fields. A mentor has a role to play with the students in their performance and the student's effectiveness as a teacher.

In addition, the professional teaching experience also emphasizes practical processes that enhance the quality of teacher production to have the ability to perform the duties of teachers very well (Savitree Rojanasamit & Wannatipha Rodrangka, 2005). Teacher production of higher education institutions has given importance to the arrangement of students. The opportunity to practice various activities and professional teaching experience will help students be competent and skilled in various fields enough to be responsible for teaching.



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However, the survey results of problems in teaching professional experience training in the past found that the teacher professional experience training had many problems, such as problems in teaching preparation. They are teaching conduct problems caused by students Vocational Training School Problems and problems in preparing professional experiences for students.

The Royal Academy (2015) has given the meaning of lessons learned that it is a review of experiences and learning about past work or what you have seen. Then understand, summarize the knowledge, analyze the causes and factors. That makes the operation successful or fail. Lesson transcription is one method of knowledge management that focuses on enhancing group learning. It is a system that extracts knowledge deeply ingrained in a person or body of knowledge in the area. It is a lesson that can be summarized and synthesized into a set of knowledge in various ways. The important thing is that the participants in the lesson must learn together. Therefore, it uses to adjust the way of thinking and working that is creative and quality; it can conclude that transcription is both a concept and a tool. To create systematic group learning, which is one of the methods of knowledge management by extracting the knowledge that is deeply ingrained in the person or knowledge in the area as a lesson Being able to summarize and synthesize knowledge sets in various ways, resulting in a more creative and quality way of thinking and working.

Strategy as a guide or methods for developing students have the skills necessary for obtaining employment in the study of strategy determination; SWOT analysis is preferred because school status can be determined according to the environment. In SWOT analysis, it is necessary to use a collective process of reasoning and decision making, discussion, and division of support and opposition. Moreover, the use of votes as a deciding factor in choosing a conclusion (Mintzberg, 1994; Pongsuwan Srisuwan, 2009) and each decision making depends on many factors, whether it is a value and individual tastes group concept suitable period availability of resources and other factors. All of these influence decisions (Exforsys, 2011). In addition to focusing on determining the status of the organization according to the environment. An effective strategy also takes into account the processes and methods used in decision-making.

Therefore, the researcher is interested in studying whether problems in teaching professional experience training of the Faculty of Education in Suan Sunandha Rajabhat University. What is the level of problem in each period of vocational training? Including solutions to problems by using the lessons learned in formulating strategies using SWOT, the research findings are used to prepare for various aspects, including improving the teacher



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professional experience training and other experiences before and during the experience training student's profession.

Objectives of the Study

1. to study the problem of teaching professional experience training of students of the Faculty of Education
2. to lessons learned from the problem of teaching professional experience training of students of the Faculty of Education

Research Methodology

The study was conducted using Quantitative research and Qualitative research

Population and Samples

1. Population

Students of the Faculty of Education who practiced teaching professional experience, fifth year, amounting to six disciplines, Thai Department, English Department, Mathematics Department, General Science Department, Early Childhood Education Department, and Social Studies Department are 400 people.

2. Samples

Quantitative research data collection. The sample group was 400 students of the Faculty of Education who practiced teaching professional experience, fifth year.

Qualitative research data collection. The sample group was 120 students by purposive sampling method.

Two types of data collection tools are used: the teacher's professional experience training student questionnaire; and activities to take lessons.

Data Collection

1. Collection of quantitative research data. The sample group was the students who practiced teaching professional experience. The researcher and research assistant staff distributed questionnaires.

2. Qualitative research data collection. The researcher used a method for organizing lessons learned.



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Data Analysis

1. Collection of quantitative research data. The researcher used content analysis. Moreover, using a packaged program, the frequency distribution, percentage, mean, and standard deviation were used.

2. Qualitative research data collection. The researcher used a method to organize the lesson transcription activities by SWOT analysis.

SWOT Analysis of Teachers' professional experience training students. It analyzes and assesses how students have strengths, weaknesses, opportunities, and threats in teaching professional experience. In order to be used in planning and formulating organizational strategies, SWOT is derived from the four English acronyms for Strengths, Weaknesses, Opportunities, and Threats, with details of abbreviations as follows:

Strengths are strengths that refer to the ability and favorable circumstances within the organization. For example, the organization can take advantage of the work to achieve the objectives or refers to the operation within the organization that is doing well.

Weaknesses are weaknesses that refer to negative and competent internal situations within the organization, which the organization cannot use for the benefit of working to achieve the objectives or means Operations within the organization that is not doing well.

Opportunities are opportunities that refer to external factors and circumstances that allow the organization to achieve its objectives. An external environment that is beneficial to the operation of the organization

Threats are external factors and situations that prevent the organization from achieving its objectives or means. The external environment that is a problem for the organization

Findings

Part 1 Problems of teaching professional experience training of students in teaching professional experience training

The overall analysis of teaching preparation problems showed a moderate level (mean = 2.59, standard deviation = 0.97). Teaching professional experience training in teaching preparation. The most problematic is long term teaching planning throughout the semester



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(mean = 2.76, standard deviation = 1.16). Content assignments to suit the subject taught (mean = 2.40, standard deviation = 1.10)

Teaching media problems. The overall analysis of teaching preparation problems showed a moderate level. (mean = 2.74, standard deviation = 0.91). Teaching media teacher professional experience training. The most problematic is the cost of making materials. (mean = 2.86, standard deviation = 1.20), Time to prepare teaching materials. (mean = 2.86, standard deviation = 1.12), and the material collection of the school used. (mean = 2.86, standard deviation = 1.17). Production of teaching materials to suit the content. (mean = 2.59, standard deviation = 1.03)

Teaching problems the overall analysis of teaching preparation problems found that it was at a moderate level. (mean = 2.64, standard deviation = 0.85). Teaching professional experience training the most problematic is class control. (mean = 3.03, standard deviation = 1.11) and task monitoring (mean = 3.03, standard deviation = 1.23). Introduction to the lesson. (mean = 2.41, standard deviation = 1.00)

Problems with the teaching students. The analysis of the overall problem in teaching students found that they were at a low level. (mean = 2.19, standard deviation = 0.86). Professional experience training in the student body, personality coaching. The most problematic is the students' dress code. (mean = 2.86, standard deviation = 1.19). Acceptance of advice and compliance. (mean = 1.98, standard deviation = 1.11) The overall analysis of personality problems showed a low level. (mean = 2.24, standard deviation = 0.94).

Professional teacher experience training in academic training students. The most problematic concerns students had to teach in subjects they were not good. (mean = 2.80, standard deviation = 1.03). Acceptance of advice and compliance. (mean = 1.98, standard deviation = 1.11), understanding of the nature and development of students' teaching. (mean = 2.40, standard deviation = 0.97) and anxiety. On the results of professional experience training. (mean = 2.40, standard deviation = 1.01), the overall analysis of personality problems found that it was low level. (mean = 2.49, standard deviation = 0.87).

Professional experience training of teachers in social training students. The most problematic is the adjustment to the personnel involved (mean = 2.30, standard deviation = 1.19). The relationship with the school supervisors. (mean = 1.86, standard deviation = 1.04). The overall analysis of social problems found that it was at a low level. (mean = 2.03, standard deviation = 1.04).



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The most problematic aspect of teaching professional experience training in other areas was the students' health. (mean = 2.12, standard deviation = 1.05) Moreover, their interest in self-improvement in various areas to be appropriate. (mean = 2.12, standard deviation = 1.08). The slightest problem was the punishment for wrongdoing students. (mean = 2.02, standard deviation = 1.00). The overall analysis of other problems found that it was at a low level. (mean = 2.08, standard deviation = 0.92).

The overall analysis of student problems found that it was at a moderate level. (mean = 2.90, standard deviation = 1.00). Student-teacher professional experience training is the most problematic is the students' knowledge base on the subject taught. (mean = 3.12, standard deviation = 1.26). Faith in teaching students. (mean = 2.49 standard deviation = 1.08)

Problems with supervisors in the teaching field the overall analysis of teaching preparation problems showed a moderate level. (mean = 2.08, standard deviation = 0.95). Teaching professional experience training in teaching supervision. The most problematic is examining the learning management plan. (mean = 2.19, standard deviation = 1.12). Differences in opinion between supervisors and mentors. (mean = 1.98, standard deviation = 1.11)

Problems with school supervisors. The results of the analysis of the overall problem of school supervisors found that it was at a low level. (mean = 2.16, standard deviation = 0.98). Vocational teacher experience training, school supervisor. The most problematic is time for counseling. (mean = 2.24, standard deviation = 1.06). Differences in opinion between supervisors and mentors. (mean = 2.03, standard deviation = 1.02)

The overall analysis of mentoring problems showed low. (mean = 2.00, standard deviation = 1.04). The most problematic teacher mentoring professional experience training is understanding the faculty's professional experience training policy. (mean = 2.12, standard deviation = 1.18). Conflicting opinions among mentors. (mean = 1.78, standard deviation = 1.07).

The overall analysis of school problems showed moderate levels. (mean = 2.49, standard deviation = 0.95). Schoolteacher professional experience training. The most problematic is that school activities were a barrier to teaching. (mean = 2.68, standard deviation = 1.17). Teaching scheduling. (mean = 2.28, standard deviation = 1.08) Moreover, consistency between the school's teaching policy and the faculty's professional experience training policy. (mean = 2.28, standard deviation = 1.13).



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The overall analysis of classroom research problems showed a moderate level. (mean = 2.89, standard deviation = 0.97). The most problematic aspect of classroom research planning is studying documents related to the concepts brought to the research. (mean = 3.09, standard deviation = 1.09). Determining the expected benefits from the research. (mean = 2.70, standard deviation = 1.10) Included problems in planning the class research. It showed that it was at a moderate level. (mean = 2.87, values. Standard deviation = 0.99)

Classroom research teacher professional experience training. The most problematic research operation is data analysis. (mean = 2.98, standard deviation = 1.06). Writing the research objectives. (mean = 2.85, standard deviation = 1.07) Included research implementation problems, it was found that it was at a moderate level. (mean = 2.91, standard deviation = 0.99).

Part 2 Analysis lessons of students practicing teacher professional experience by organizing the SWOT

Strengths

Faculty of Teacher Education Volunteer for students to be good make students have patience Responsibility, punctuality, love for the teaching profession The faculty's supervisors give good advice and advice. The Teacher Training Center has a clear schedule and schedule of activities. The teaching and learning management of the faculty is beneficial to use in teaching at school as well.

Weaknesses

Theories learned in the classroom. Sometimes it is not like an actual school practice. The problem cannot be solved. The coordination and problem-solving of the Vocational Training Center are still delaying. The school lacks modern technology to teach students. Other tasks besides teaching work a lot the training school is far from the university. This made the journey difficult, and the supervisors did not take care of them thoroughly.

Opportunities

Students are allowed to participate in various activities with the school. Students get hands-on experience working with school teachers. Moreover, teaching in large schools allows students to find a systematic and standardized work system.



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Threats

There are many activities in the school. Causing no time to prepare to teach teaching equipment in schools is not enough to teach. Parents and students do not cooperate with school activities. The mentors still lack experience in transferring knowledge. The school environment is not conducive to learning.

Recommendation

The survey results should be part of the preparations for both the supervisor and the student teachers in the education sector. Teaching students should practice pursuing knowledge correctly, including the correct use of language in communication. Teaching students must be well prepared to teach. There is a plan for teaching and learning to be diverse and suitable for all levels of learners. The supervisor's role is essential in promoting and supporting the development of skills necessary for students to be successful in teaching professional experience. The seminar, to have a consistent understanding of the rules in practice. There are standards for evaluating teachers: the form and the process used for training as well.

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