

The development of a reflective practical teaching model for Improving pedagogical competence of undergraduate students in elementary school teacher education program

Een Y. Haenilah

Abstract

One of major education process flaws in the Lembaga Pendidikan Tenaga Kependidikan (LPTK) or Teacher Training Institute in Indonesia is portrayed in the implementation of the Program Pengalaman Lapangan (PPL) or Apprentice Program that has not optimally developed candidate's proficiency to be competent teachers. Therefore, this research is intended to construct a teaching and learning model of practical teaching that can improve pedagogical competence as the ultimate goal to be achieved by future teacher candidates. The main subjects of this study were undergraduate students of the Elementary School Teacher Education program conducting their PPL in Indonesia University of Education and Lampung University. Based on the analysis of Wilcoxon Signed Rank Test, on the level of significance of 95% ($\alpha = 0,05$), the model produced from the research and development process and called the Model Pembelajaran Praktik Mengajar Reflektif (MP2MR) was verified to help improve students competence based on the following benefits, (a) teaching and learning and evaluation designs focused on standardized achievements (b) individual and contextual implementation of problem-solving based process of teaching and learning, and (c)

priority to intrinsic evaluation.

Keywords : *teaching and learning process, reflective, pedagogical, competence, intrinsic evaluation.*

Introduction

Lembaga Pendidikan Tenaga Kependidikan (LPTK) or Indonesia Teacher Training Institute carries out the Program Pengalaman Lapangan (PPL), or Apprentice Program, as a subject facilitating students to transfer their theoretical academic proficiency into pedagogical performance for managing teaching and learning process in schools.

The coverage of PPL is based on the *Badan Standar Nasional Pendidikan (2006)*, in the description of regulation 28 subsection (3) point (a) that pedagogical competence is an ability to manage teaching and learning process for students covering understanding about the students, planning and implementation of teaching and learning process, evaluation of learning achievement, and students' development to actualize their potential.

Discretely, the policy entails three important

points on pedagogical competence; (1) it becomes the core of entire essential competence of teachers, (2) it results in an attempt to set up appropriate conditions for students to actualize themselves in knowledge comprehension, skills, or behavioral building, (3) its value is highly influenced by academic, social, and personal skills as the prerequisite for constructing pedagogical competence. Achieving this competence becomes not only the prerequisite to complete the course, but also a standard to measure teacher's performance that needs to be developed from one's period of college education to his or her professional career as a teacher.

Elementary school teacher candidates have to deal with more complex conditions as they need to be proficient not only in social, moral, and pedagogical aspects, but also in five principal subjects; Mathematics, Bahasa Indonesia, Science, Social Science, and Civil Education, that as a whole can be portrayed in one's professional skill in facilitating an educative process of teaching and learning.

Pedagogical competence is very important for a teacher since elementary school students in Indonesia actually have an enormous quantity of compulsory studies. Each of grade 1, grade 2, and grade 3 students has 26-28 credit hours per week, and each of grade 4, grade 5, and grade 6 students has 32 credit hours per week. In hour-unit (60 minutes) measurement, based on 34-38 effective week periods per school year, each of the former students spends 516 to 621 hours per school year. Meanwhile, each of the later students spends 635 to 709 hours per school year. It suggests that elementary school students spend their time at school for not less than 3.453 to 3.990 hours. Therefore, the teacher is someone who should have expertise in the designing and

planning process, communicating with students, motivating students to study, managing the teaching and learning process, and evaluating the process of teaching and learning. The data from this study shows that pedagogical competence is an important factor in determining the quality of education for the students.

Ideally, the practical teaching program will be the final stage of the entire teaching and learning processes in LPTK, in which all students learn to mix academic and pedagogical contents into a form of pedagogical competence that comprises the designing teaching and learning process, implementing the process, and evaluating it as guided by professional mentors, so that they will have comprehensive understanding about this competence. In fact, however, the program does not work effectively and it only becomes a routine activity. This condition is depicted from; (1) the accomplishment of practical teaching that is only recognized from the maximum number of students' design and implementation of the practical teaching, (2) practical teaching that is strictly scheduled; all students start and finish it in the same time, meaning that the time allocated is not based on the diverse range of students' competence, and (3) the absence of significant correlation between the degree of practical teaching frequency and the quality of competence achieved.

This study aims to (1) analyze a teaching and learning model of practical teaching including the design of planning model, the implementation, and the on-the-spot evaluation design, (2) create a teaching and learning model of practical teaching including the design of planning model, the implementation, and the evaluation design that can improve students' pedagogical competence,

(3) investigate the effectiveness of the developed model.

Literature

Philosophical and Psychological basis for the Teaching and Learning Process of Practical Teaching.

Fundamentally, practical teaching is a form of training that sets up an interaction between student teachers and other teaching and learning subcomponents to enhance their proven teaching ability and facilitate them to meet the objectives of the teaching and learning process. Thus, the practical teaching program basically has two immediate orientations; one related to achieving the aim of a higher education curriculum and the other one related to accomplishing that of the elementary school curriculum.

Practical teaching activity is an observable and measurable attempt to build student teachers' competence. In other words, it is expected that by the end of the process, students are able not only to be accustomed to the teaching and learning process or to demonstrate their understanding on cognitive aspects, such as comprehending the appropriate materials for elementary school students or the materials on the accurate process of teaching and learning, but also to be real teachers.

Before developing the model, it is epistemologically important to attempt to answer the question; how can you carry out a model of practical teaching that is able to improve the competence of student teachers? This is one basic question that can be answered through

philosophical and psychological analysis and that can lead to effective practical teaching.

The teaching and learning model of practical teaching is based on the philosophy of pragmatism. It is motivated by an assumption that student teachers' knowledge, proficiency, and behavioral transformation will develop through their learning, action, and reflection. College education is a method that emphasizes theoretical comprehension and more techniques are required to enhance practical skill and to turn out responsible, sociable teachers who are able to apply moral values with an integral form of competence that is principally demanded to be a professional teacher. Moreover, practical teaching is supported by the theory of constructive learning underlining people's ability to seek information, think creatively, blend ideas, make decisions, and work cooperatively with others.

John Dewey, a pragmatist, established an idea of participative education that directly engaged students in the teaching and learning process. Students have to seek, search, and explore things actively, but not just to listen, follow, obey, and set an example passively from their teacher without any consideration about what is good or bad. Students are expected to develop their emotional capacity, skills, and creativity. Accordingly, there is a hope that students will be able to *solve their problems* independently. The participative model of education focuses on democratic values, pluralism, and student's independence. With those values, teachers can function as facilitators who can provide students with great opportunities to express themselves and to have dialogue or discussion in order to improve their proficiency.

Through practical teaching, the elementary school student teachers can get factual experience

of practical education by; (a) cautiously recognizing the actual school condition related to academic aspect, social aspect, facilities, administration, and management, (b) comprehensively and integratively applying their competence in scientific insight, skills, or moral values within the actual condition, (c) gaining real teaching experience in schools, and (d) evaluating their own teaching ability.

As a way of developing teacher competence practical teaching is based on a belief that not all people can be good teachers, even if they have considerable knowledge (Hamond, 2006), because basically the teacher's job is very complex. The effort to produce professional teachers is reflected in the presence of special education to meet current or future needs for proficient teachers.

Practically, the teaching and learning process of practical teaching has to be an attempt to offer an experience in observing and resolving recent teaching predicaments at school. Within the actual condition, students will confront challenges to demonstrate their proven capability or to adapt to the new environment. During that moment, they will acquire new skills and also lead to school improvement. Learning is a holistic process of adaptation. It is not just the result of cognition but involves the integrated functioning of the total person thinking, feeling, perceiving and behaving. It encompasses other specialized models of adaptation from the scientific method to problems solving, decision making and creativity (Kolb, 1984; Korthagen, 2001).

This under-development model of the teaching and learning process for practical teaching aims to be reflective and based on experience (*experience is the only basis for knowledge and wisdom*) that is reorganized and

reconstructed afterwards. Experiential learning is also organized with an appropriate method to facilitate students *to learn how to learn*, specifically in a form of case study correlated and useful for *problem solving learning* through *self evaluation*. The process of teaching and learning is focused on student and lecturer function as facilitator and motivator stimulating them to learn valuable materials through their *insight*. The assessment is undertaken during and by the end of teaching and learning process to gauge the level of students' teaching competence through problem solving learning.

Curriculum of Teaching and the Learning Process of Practical Teaching

The teaching and learning process of practical teaching is based not only on the philosophy of pragmatism and constructive learning theory, but also on a technological curriculum concept. This implies that the curriculum does not only deal with a number of academic disciplines provided for students' completion of study, but also develops from the concept of curriculum as experiential learning. This asserts that the curriculum refers to the entirety of students' internal or external activities, as long as they entail the lecturers' responsibility and are oriented to particular objectives (Caswell & Campbell, 1935).

Curriculum structure comprising a number of compulsory subjects for LPTK students is not only theoretically oriented to cognitive, affective, and psychomotor aspects, but also extended to professional skill construction. In other words, the aspects of knowledge, attitude, and skills gained from those subjects in LPTK are not only conceptual, but also an exclusive competence

underlying the candidates' attitude. Hence, someone will finally be considered competent not only due to his or her understanding, but also because of the understanding that will be reflected in his or her ways of thinking and behaving within daily activities (UU Sisdiknas, 2003).

The model of technological curriculum design puts an emphasis on the arrangement of a teaching and learning program approached by means of a system initiated by determining indicators of learning accomplishment over evident and measurable skill acquisition. Furthermore, the indicators will control and determine experiential learning and all the supporting aspects, and become the reference to evaluate the level of student competence.

Competence accomplishment in the technological curriculum design is concentrated on students' individual skill. Different paces of learning are considered natural, since this curriculum is not oriented to a classical teaching and learning process that is either started or completed at the same time, but the completion of competence accomplishment for each student becomes the priority.

The development of pedagogical competence based on a technological curriculum design has some distinctive characteristics; (a) oriented to comprehensive accomplishment of competence, expressed in one's behavior as an observable and measurable learning outcome, (b) appreciating students' individual differences; meaning that each student performs tasks individually and independently, (c) referring the target of competence accomplishment not to class norm or class average, but to its individual completion, and (d) employing *self evaluation* as feedback for the advance in the study, so that students will reach the best solution to follow up their result.

The Teaching and Learning Process of Reflective Practical Teaching

Teaching is a complex activity dealing with superior skills. Teaching competence and learning efficiency strongly depend on the level of teachers' proficiency and professionalism. *Reflective teaching* is meant to develop professionalism through continuous self-evaluation (Pollard, 2005). The teacher considers himself or herself as the expert. He or she is assisted in his or her learning by a range of data recording equipment and learns from scientific research to improve his or her teaching quality.

Pollard (2005) identified seven characteristics of *reflective teaching*; (a) excellent responsibility toward the implementation of teaching and learning process, (b) implementation through spiral process, in which teacher candidates constantly monitor, evaluate, and revise their work, (c) requirement for proficiency in the method of evidence/data based class research, to improve the high standard in teaching process, (d) a deal on open, responsible, and enthusiastic behavior, (e) teacher assessment basis, (f) manifestation of dialogic technique, and (g) teachers' role as creative mediators/ facilitators.

The teaching and learning model of reflective practical teaching offers direct experience to recognize, develop, and improve students' teaching competence. This experience will become one's reference to develop or make his or her competence perfect through reflective ways of thinking and behaving. Its actualization requires a guiding strategy facilitated to gain reflective thinking as an attempt to stimulate, improve, and construct classroom teaching competence and understanding. The candidates should be directly supported, either through

explanation and guidance or modeling. Therefore, their confidence, proficiency, and independence in teaching will grow.

Reflective activities have to commit to the improvement of ability and certainty that situation will change, have to reflect knowledgeable attitude based on distinct purposes, and have to become the power for the perfection of students' competence, for example by; (a) refining the lesson study, (b) improving ability to manage the teaching and learning process, and (c) complementing the instructional media. Consequently, a supervisory lecturer and tutor have to act as an outstanding supervisor to monitor the activities carefully and compile valid information for the improvement of students' competence.

Practical teaching activities do not occur automatically but they attempt to produce practical change in developing the competence, as well as a challenge for students to move from their comfort zone and deal with change. For any kind of condition, professionalism improvement needs to be examined and developed simultaneously. Dewey (1964) elucidated some steps to consider reflective thinking and behaving: "(1) recognition or feeling to difficulty/problem, (2) location and definition of the problem, (3) suggestion of possible solution, (4) rational elaboration of an idea, (5) test and formation of conclusion". In line with reflective thinking, students are driven to solve any problems by means of scientific ways of thinking.

Reflective teaching is not merely an effort to develop teachers' professionalism continuously, but it is also a form of the *researcher's* action affecting knowledge improvement and new skills for the student teachers because *reflective teaching* is an expression used to depict the

process of thinking about problems to deal with during the teaching process. This part of the teacher's responsibility is more crucial than just to collect and analyze information as routine activities. Wilson (2009) suggested that;

Real reflective practice needs another person as a mentor or professional supervisor, who can ask appropriate questions to ensure that the reflection goes somewhere and does not get bogged down in self-justification, self-indulgence or self-pity.

Reflective teaching becomes an important part for the development of teacher's pedagogical competence because this will be the initial step to determine the perfection of the succeeding competence. The reflective process can be started by observing, collecting, and interpreting information about the implementation of teaching and learning process as a fully professional skill and closed by developing the competence. The result of this reflective process can be either a reference to expand teaching skill comprehensively or an experience on critical thinking ability in objective, factual, and scientific manners.

Research Design

This research was conducted in an undergraduate program of PGSD at four campus sites that represent similar conditions to each other; those are the PGSD at Lampung University, the PGSD at UPI Bumi Siliwangi, the PGSD at UPI Cibiru, and PGSD at UPI Sumedang. The subjects for this research and development were students involved in practical teaching at schools

and the supporting research subjects were the head of undergraduate program of the PGSD of FKIP Unila, PGSD of FIP UPI Bumi Siliwangi, PGSD of FIP UPI Cibiru, and the head of undergraduate program of the PGSD of FIP UPI Sumedang, Supervisory Lecturer, and Tutors from those four locations.

The method used in this research is Research and Development method (Borg & Gall, 2006); “*educational research and development (R&D) is a process used to develop and validate educational product*” and what is meant as product includes the organization of the teaching and learning process.

This research was applied to some stages; started by a preliminary study covering a pre-survey process to capture data about the ongoing model used, and a literature review to explore concepts related to the teaching and learning model, especially for the development of teacher competence, in order to produce a model appropriate to the actual requirements. Furthermore, that product was developed properly, revised, and finally was perfected. Then, its efficiency was examined to ensure that the product could be used to improve the education process for the graduate formation process.

The data collection method employed was adjusted to the condition of each stage. In the pre-survey stage, the researcher used questionnaires to collect the data from the supervisory lecturer, tutor, and practical work participants, document analysis to gather the data of practical teaching accomplishment and its guideline in use, and an interview was conducted to obtain information from the head of the study program.

In the model development stage, observation manual comprising the criteria of assessment, such as the conformity of materials to the

indicator or the availability of relevant media, was more frequently used to evaluate practical teaching and reflected proficiency related either to teaching and learning design or to its implementation and evaluation. Additionally, observation manual was also used in the validity examination stage to observe practical teaching and reflect proficiency.

This model was validated by analyzing the improvement of each participant’s competence portrayed in his or her performance in the designing of lesson plans, implementing the teaching and learning process, and the evaluation on three groups of students from three study programs categorized as Fair, Good, and Excellent. In the validation stage, this model was based on quasi-experiment factorial design with single case (Sudjana & Ibrahim; 2010) because in this research, there are three attributive variables; groups of undergraduate students of the PGSD program under excellent, good, and fair categories. All of them were equally regarded as open variables or the MP2MR resulted from the development process, and examination was carried out over their influence on pedagogical competence reflected in their ability to design lesson plans, implementing, and the evaluating teaching and learning process.

Results

Planning Design

The planning design of the *MP2MR* incorporated some components.

The first is the component of objectives including competence standards and indicators. The standardization from the aims of LPTK is

regarded as the ultimate short-term goal to be fully achieved by students and as a way to reach the ultimate goal. The short-term goal is based on individual *experiential learning* of each student. Both serve as controls to select the experiential learning, organizing it, and evaluating its purposes.

The second is the component of experiential learning. The MP2MR perceives that practical teaching is an implementable subject, and focuses on the creation of performance as the representative of practical competence improvement. For that reason, in determining students' experiential learning, the MP2MR conducts activities functioned as media to improve pedagogical competence by identifying the weaknesses of students' pedagogical competence.

The third is the component of the organization of experiential learning. Experiential learning does not coincidentally take place but it must be organized to bring about changes practically and constructively. Under all circumstances, the development of professionalism must be learned and developed at all times. The organization of experiential learning takes in the stages of orientation – problem identification – problem analysis – determining alternative solution – developing problem solving ideas – and designing problem solving solution.

The fourth is the component of evaluation. The MP2MR puts process evaluation and product evaluation into balanced operation. Product evaluation becomes the basis of the improvement of the teaching and learning process, but process evaluation is used to examine the consistency of reparation design and its influence on study outcome.

Process evaluation is focused on two activities. Firstly, students go through teaching and learning stages of reflective thinking starting from students' method to identify problems up to their method to solve the problems. Secondly, students implement practical teaching as an action that follows up the first activity. On the other hand, product evaluation is emphasized in performing the improvement of the design, teaching and learning process, and verification of competence improvement to be obtained from the evaluation.

Implementation design

The implementation of the MP2MR draws on practical teaching as one sub-component among more extensive components. Some other sub-components are reflective thinking activity, monitoring, analysis of monitoring findings, and evaluation of reflective results. In the MP2MR, students go through a teaching and learning process by preparing a lesson plan, conducting indoor or outdoor teaching and a learning process, and making evaluations referring not only to elementary school curriculum, but also to the follow up action of a reflection performed together with lecturer and tutor.

The reflection phases are;

- 1) Orientation
- 2) Problem identification
- 3) Problem analysis
- 4) Determination of alternative solution
- 5) Development of problem solving ideas
- 6) Creation of problem solving solution design

Evaluation design

The teaching and learning model of reflective practical teaching designs an evaluation that focused on the process. It came up when students struggled to take each step of reflective thinking starting from identifying a problem, analyzing a problem, determining alternative solutions, developing problem solving ideas, and designing problem solving solutions, influencing lesson plans, improvement and teaching and learning action within the next practical teaching program.

The orientation of this model is based on the improvement of students' pedagogical competence in performing reflective teaching and learning processes directed by scientific ways of thinking. Therefore, assessment is carried out at every stage of reflective action and practical teaching implemented by students and based on observation.

This model is initiated by creating the MP2MR design and followed by implementing design planning practice, performing teaching and learning process, and making evaluation. Simultaneously with those practical activities, a supervisory lecturer and tutor monitor evaluate the process of practical teaching. The next stage is reflective activity over the result of practical teaching monitoring and evaluation. The outcome of this reflective activity becomes an input for the improvement of the practical teaching program.

To verify the level of accuracy of research findings, during the validity examination stage, the data are analyzed by means of a *Wilcoxon Signed Rank Test*. Formerly, two hypotheses are formulated:

1. Null Hypothesis (H_0), = students'

pedagogical competence before the implementation of the MP2MR is not different from that after the implementation of the MP2MR. In other words, as a special treatment in practical teaching, the MP2MR is apparently not effective to improve students' pedagogical competence.

2. Alternative Hypothesis (H_1) = students' pedagogical competence before the implementation of the MP2MR is different from that after the implementation of the MP2MR. It means if there is a *gain* in students' pedagogical competence after the MP2MR treatment, the MP2MR can be considered effective to improve the students' pedagogical competence.

The result from *Wilcoxon Signed Ranks Test* in this research shows that with 95% level of significance, the implementation of the MP2MR as a special treatment in practical teaching effectively influences the improvement of pedagogical competence.

a. Excellent category group of undergraduate students of PGSD program

This group's score increased by 0.98 with Z value = -2.375 and P value = 0.018. P value 0.018 < 0.05 suggests that H_0 is rejected or H_1 is accepted. In other words, the implementation of the MP2MR can significantly develop pedagogical competence of the participants under excellent category.

b. Good category group of undergraduate students of PGSD program

This group's score increased by 1.10 with Z value = -2.214 and P value = 0.027. Based on this calculation, it can be asserted that $0.027 < 0.05$ refers to a 95% level of significance. Thus, H_0 is also rejected or H_1 is accepted.

c. Fair category group of undergraduate students of PGSD program

This group's score increased by 1.04 with Z value = -2.207(a), dan P value = 0.027. This statistical calculation implies that $0.027 < 0.05$ and it means that H_0 is rejected or H_1 is accepted. Successively, with a 95% level of significance, MP2MR is significantly able to develop pedagogical competence of students under the fair category.

Conclusion

Developed model of teaching and learning process of practical teaching

The MP2MR planning design. The MP2MR planning design incorporates some components. **The first** is the component of objectives including competence standards and indicators. The standardization from the aims of the LPTK is regarded as the ultimate short-term goal and the medium to reach the ultimate goal. Both serve as controls to select the experiential learning, organizing it, and evaluate its purposes leading to the improvement of pedagogical competence.

The second is the component of experiential learning. In determining students' experiential learning, the MP2MR conducts activities functioned as media to improve pedagogical competence by identifying the weaknesses of

students' pedagogical competence.

The third is the component of the organization of experiential learning. Experiential learning does not coincidentally take place but it must be organized to bring about changes practically and constructively. The organization takes in the stages of orientation – problem identification – problem analysis – determining alternative solution – developing problem solving ideas – and designing problem solving solution.

The fourth is the component of evaluation. The MP2MR puts process evaluation and product evaluation into balanced operation. Product evaluation becomes the basis of the improvement of teaching and learning process, but process evaluation is used to examine the consistency of reparation design and its influence on study outcome.

Implementation Design. The implementation of the MP2MR draws on practical teaching as one sub-component among more extensive components. Some other sub-components are reflective thinking activity, monitoring, analysis of monitoring findings, and evaluation of reflective results. In MP2MR, students go through teaching and learning processes by preparing RPP, conducting indoor or outdoor teaching and learning processes, and making evaluations referring not only to elementary school curriculum, but also to the follow up action of a reflection performed together with lecturer and tutor.

Evaluation Design. The Teaching and Learning Model of Reflective Practical teaching designs an evaluation that focused on the process. It came up when students struggled to take each step of reflective thinking starting from

identifying problems, analyzing problems, determining alternative solutions, developing problem solving ideas, and designing problem solving solutions that influence lesson plan improvement and teaching and learning action within the next practical teaching program.

The orientation of this model is based on the improvement of students' pedagogical competence in performing reflective teaching and learning process directed scientific ways of thinking. Therefore, assessment is carried out in every stage of reflective action and practical teaching implemented by students and based on observation manual.

The effectiveness of the developed model of teaching and learning process of practical teaching. The result of the analysis of the *Wilcoxon Signed Ranks Test* in this research shows that the implementation of the MP2MR as a special treatment in practical teaching effectively influences the improvement of pedagogical competence of all undergraduate students of the PGSD program under excellent, good, or fair categories. This condition can be implied from the significant increase of students' pedagogical competence score.

Recommendation

This model accommodates the heterogeneity of students' competence, and consequently, lecturer and tutor need to develop a student-centered teaching and learning process of practical teaching. Students are permitted to evaluate their work intrinsically and to make their best effort to overcome their weakness reflectively. Supervisory lecturer and tutor should

act as facilitators and motivators with the ability to create relaxed and open learning atmosphere, with the intention that students can enjoy the practical teaching.

References

- Badan Standar Nasional Pendidikan. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- Borg, W. R., & Gall, M. D. (2006). *Educational research. An introduction*. New York: Longman Inc.
- Caswell, C. L., & Campbell, D. S. (1935). *Curriculum development*. New York: American Book Company.
- Dewey, J. (1964). *How we think. A restatement of the relation of reflective thinking to the education process*. Chicago: Henry Regne.
- Hamond, L. D. (2006). *Powerful teacher education*. San Francisco: John Wiley & Son.
- Kolb D. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice Hall.
- Korthagen, F. A. J. (2001). *Linking practice and theory: the pedagogy of realistic teacher education*. New Jersey: Lawrence Erlbaum Associates.
- Pollard, A. (2005). *Reflective teaching*. New York: Continuum.
- Sudjana, N. & Ibrahim, R. (2010). *Penelitian dan penilaian pendidikan*. Bandung: Sinar Baru.
- Undang-Undang Republik Indonesia. (2003). *Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Kementerian Pendidikan

Nasional.

Wilson, L. (2009). *Practical teaching a guide to PTLIS & DLLS*. Canada: Melody Dawes.

The Author

Een Y. Haenilah is a lecturer at Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. She has concern in education, instructional design, and curriculum development. She has been doing research on The Development of Concurrent Curriculum Model (2013), The Development of A Reflective Practical Teaching Model for Improving Pedagogical Competence (2012), Study about Teachers' Professionalism in Bandar Lampung (2009), The Development of Concept Attainment Model for Social Studies among Elementary School Students (2008).

Received Date: March, 25, 2013

Revision received Date: April, 30, 2013

Accepted Date: May, 24, 2013