TEACHER EDUCATION: ISSUES AND CONSIDERATIONS BETWEEN MALAYSIA AND AUSTRALIA

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ABSTRACT

This study aims to identify issues and considerations in teacher education in two different countries status. Researchers have chosen a developing country, namely Malaysia and a developed country, namely Australia to see the difference and similarities issues arising in the context of teacher education. Researchers have referred a number of policies, the last researches as well as some of the literature review. The findings showed that both countries have issues in teacher education is carried out. In addition there are similarities in some issues, there are also differences on some issues.

Keywords: teacher education, globalisation, comparative education, Malaysia education, Australia education, concept paper

I. INTRODUCTION

The world of education is now evolving rapidly in many aspects. Pedagogy, curriculum, perceptions, facilities and many more matters related to education are undergoing progress (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021; Tumisah et al. al., 2021). The educational environment is also changing from traditional to modern and more global in character (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). According to Rahimah (2015), education is determined by the needs of society. Pupil needs and educational development should also be in line with the passage of time (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021).

This situation is very challenging for teachers' abilities because students are also exposed to various technological advances. Teachers need to be provided with the best knowledge and experience to deal with this (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). According to
Khalid Johari, Zurida Ismail, Shuki Osman & Ahmad Tajuddin Othman (2009), Teacher education and vocational training are the most important factors in determining teacher quality and teaching quality (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). Experts have agreed that the mastery of knowledge in the field of teaching is the most important feature in the teaching of teachers. Teacher education is very important in providing quality teachers and meeting the needs of the market. (Zainurin, 2011). Each country has its own planning and implementation to achieve this purpose.

II. LITERATURE REVIEW

The challenges of teachers then and now are very different depending on the educational environment and needs of students (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021; Muhamad Amin et al. et al., 2021). Preparation to become a productive teacher and meet the needs of the market is very important, especially in relation to special education (Manisah, 2006). As such, each country undertakes various efforts to produce highly capable and resilient teachers (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). Teacher education is an awareness of the importance of educating teachers to educate. Quality teachers greatly affect student achievement. The rapidity of technology and economic development of a country is a factor influencing an effort in producing quality teachers (Badaruddin et al., 2021, Abdul Rasid et al., 2021).

If you look at the diagram above, the preparation to become a teacher today is very challenging. All skills and abilities need to be honed precisely to produce a quality teacher and have market value. According to Manisah (2006), quality teachers also depend on high resilience where the challenges that will be borne are very heavy when starting assignments later. Strengthening in terms of pedagogy also needs to be in line with current needs and policies that have been set and appropriate for students. (Zainurin, 2011). Changing times and economic conditions urge teachers to implement pedagogical methods that are appropriate to the needs of students.

Based on a common goal, but the implementation of that goal is more focused on the aspect of nationhood itself. Certainly there are differences in the implementation of teacher education for a backward country, a developing country and also a developed country. Similarly, the differences that exist between countries in Asia and Europe, and even between similar countries such as Southeast Asia still have different initiatives in teacher education planning. This study was conducted to see the similarities and differences in the implementation of teacher education programs including issues and considerations that arise through this process.

III. FINDINGS

The survey found that there are various studies conducted to see the implementation of teacher education, especially in Malaysia and Australia which is the main subject of this study. Many of the studies conducted are related to the teaching effectiveness and productivity of a pre-service teacher as well as a beginning teacher.
Among the studies are such as the study conducted by Khalid et al (2009) related to the Influence of Types of Teacher Training and Teaching Experience on the Effectiveness of Secondary School Teachers which shows the programs that have been implemented in teacher education in Sabah, Malaysia. A study by Nado (2006) raises the issue of racism that plagues white people in Australia in teacher education in that country. According to him, although this issue is small, it remains scarred if not curbed. Born through perception, it is seen more and more, more and more.

Similarly, the study of NurHafizah&Rohana (2012) related to the issue of the value of professionalism of prospective teachers provided through teacher education programs to prepare for the real world of education. This study describes the perception of the value of professionalism of a prospective teacher who went through a teacher education program to start teaching in schools in Malaysia.

Allard's study, Andrea C. Santoro & Ninetta (2006), on the other hand, elaborates on the issue of diverse ethnicity in Australia which affects teacher education. Known to be among the country’s many ethnicities by state, not all teacher education institutions in Australia are able to provide teachers to fulfill that purpose. The major challenges facing teacher education in Australia at the moment are behind the different teacher education curriculum modules by state. In fact, many more studies have been conducted in several countries on the issue of teacher education.

IV. DISCUSSION

This study was conducted to compare issues and considerations that arise in teacher education in Malaysia and Australia. This study focuses on the similarities and differences that are issues in teacher education between the two countries. In addition, this study also aims to determine the influence of teacher education in Malaysia and Australia. Due to various issues that arise in the current educational environment, teacher education in both countries faces its own challenges.

Based on the data obtained, researchers have been able to identify several issues in teacher education in both countries. Through this issue, the researcher continues the analysis in terms of similarities and differences of the issues found in the previous issues. The researcher chose these two countries based on the extensive educational relationship between the two countries. The similar structure of teacher education and the initial preparation of teachers also became the rationale for the selection of these two countries. In addition, the differences in terms of competent teacher development in the two national categories also make it easier for researchers to compare the teacher education system in these two countries.

Figure 3 above shows the factors that rationalize the selection of Malaysia and Australia. It can be seen that the difference in status of the two countries is the main rationale for the selection to see the differences between the issues of teacher education. In addition, the different educational structures are also the reason for the selection of these two countries. This selection is also influenced by different educational structures, geographical positions, and multiethnics.
and contradictory histories. Both countries are also multinational countries where their communities live among various racial and religious backgrounds. (Description, 2015). This can be an influence on the determination of education policy and policy in a country. From a cultural aspect, both countries have rich cultural values. Malaysia and Australia have a plural society which is referred to as multirational. (Tourism, 2015). The proliferation of this culture to some extent influenced the understanding and practice of education in these countries. It is very interesting to examine some aspects of similarities and differences in the structure and construction of teacher education.

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<tr>
<th>COUNTRIES</th>
<th>MALAYSIA</th>
<th>AUSTRALIA</th>
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<tbody>
<tr>
<td>STATUS</td>
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<tr>
<td>ETHNICS</td>
<td>Ethnic Diversity</td>
<td>Multinational</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>Geography (Asia)</td>
<td>Geography (Oceania)</td>
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<tr>
<td>WEATHER</td>
<td>Weather (Hot and Humid)</td>
<td>5 Seasons</td>
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<tr>
<td>HISTORY</td>
<td>Rich in History</td>
<td>Rich in History</td>
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<td>CURRICULUM AND POLICY</td>
<td>Colonial Influence</td>
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Table 1: Selection Aspects

Table 1 above shows some of the criteria for the selection conducted for both countries. In terms of status, the two countries as mentioned several times are developing countries and developed countries. Ethnic diversity adorns the population in Malaysia. (JKKN, 2015). So is the atmosphere of multinational life in Australia. Geographically, Malaysia is a country located in Asia while Australia is the largest archipelago country in Oceania. According to Kay (2005), it became a route for some ethnic groups to migrate during the world war. The very different weather conditions between the two Countries also enable the practice of education to be practiced.

V. CONCLUSION

Both States are Countries rich in the history of their respective civilizations. The structure of education also initially had a very clear colonial influence. (Visalache, 2010). In contrast to Malaysia's ever -changing education policy, Australia faces a problem where a standard curriculum for teacher education is difficult to formulate.

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