ANALYSIS OF TEACHER EDUCATION CONTRADICTIONS IN MALAYSIA AND AUSTRALIA

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ABSTRACT

Teacher education is an important medium in the education system of a country. Teacher education also plays a role in shaping an individual to become a proper teacher character. Through several approaches and strategies, institutions that provide teacher education will prepare graduates towards a teacher’s personality. Each country has its own methods in shaping their education system with the provision of quality teachers. The basis of this preparation is the parallel between the current knowledge and needs of the global world of education. There are certain aspects that are given attention in forming a quality teacher. These efforts are going well in countries like Malaysia and Australia. This brief study summarizes the findings from teacher education issues in the two countries covering the similarities and differences of related issues. It is hoped that the discussion in this review article can be used as a basic reference for future researchers in addressing this issue.

Keywords: teacher education, quality education, teacher quality, article review, education in Malaysia, education in Australia

I. INTRODUCTION

As shown in Figure 1, there are some similarities in the issue of teacher education in Malaysia and Australia. Among them are related to the irrelevance of training and the current reality of the world of education. Both countries are plagued by the same problem where the training provided while undergoing teacher education courses does not fully reflect the actual educational environment when they are placed in schools. (Graeme, 2009). Typically, only experienced teachers are able to adapt knowledge in the classroom (O’Neill & Stephensen, 2011). Frequent policy and policy changes make it difficult for educational institutions to set a rigid curriculum in the teacher education syllabus (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). This is difficult to resolve as long as education policies and policies change frequently. Only on their own initiative can prospective teachers be able to overcome this problem when they are placed later.
Apart from these issues, these two countries have similarities in dealing with the issue of the quality of teachers produced. If in Australia the educational needs are different according to the states, Malaysia is facing a pressing administration. So, teacher quality setting is difficult to set. The level of effectiveness of teachers in Malaysia after being placed in school, makes them less quality (Khalid et al, 2009). They are not confident in carrying out their teaching in school because it is likely that they are still looking for real methods in teaching. Due to the lack of a standard of competence in the field of teaching and teacher education programs, then there are service problems, work stress, role conflicts, role ambiguity, lack of a social support system (Saedah&Sani, 2012). has set placement projections for those studying at IPG even if their ability does not reach an excellent level.

**Differences in Teacher Education Issues in Malaysia and Australia**

Despite the similarities of teacher education issues in the two countries, there are differences in a number of issues. Among them are issues related to inequality of teacher education curriculum between universities in Australia. This problem makes the situation quite complicated in determining the quality of teachers essentially through their theoretical knowledge. Compared to Malaysia, the issue of teacher education curriculum is not seen to occur because it is the same in universities and IPG. The government has also prepared guidelines such as the Malaysian Teacher Standard (SGM) to fulfill this purpose. The issue described above is a specific issue that occurs in teacher education in Australia which is seen as something serious. In addition to those issues, there are several other specific issues faced by teacher education there. This is shown in Figure 2 below.

![Figure 2: Specific Issues of Teacher Education in Australia](image)

In addition, the issue of different needs according to the state which has different local influences only occurs in Australia and not in Malaysia. This issue adds to the burden of the government to provide quality teachers and meet the needs of the current market when they are placed later (Cheryl, 2006). They also need to study in more depth before they start teaching in a school especially in rural areas. (Graeme, 2009). In Malaysia, the school curriculum is set in a standard and equal manner. This means that all students need to learn the same things. The next issue which only happens in Australia is the issue of dropouts of prospective teachers who are studying at several educational institutions in Australia have to stop from their studies. (Cheryl, 2006). This dropout involves a high number of prospective teacher students. As a result of the high level and standard of the curriculum and having difficulty in continuing their learning, the students began to stop from continuing their studies. This does not happen in Malaysia where education students continue their studies until graduation. This is because the majority of them have been funded by scholarships as well as placements that have already been secured. Only a handful of them were unsuccessfully sent to schools as a result of the imbalance of projected teacher needs. The differences in these teacher education issues are summarized in Table 1 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher education issues in Malaysia</th>
<th>Teacher education issues in Australia</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Discontinuity of placement projections</td>
<td>Non-standard curriculum</td>
</tr>
<tr>
<td>2.</td>
<td>Level of professionalism</td>
<td>Dropout of higher education students</td>
</tr>
<tr>
<td>3.</td>
<td>Policies and policies are constantly</td>
<td>With the concept of statehood</td>
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Table 1: Differences in Teacher Education Issues in Malaysia and Australia.
II. DISCUSSION

Based on this study, both countries have their own issues in the implementation of teacher education in their respective countries. Governments have also worked in various ways to provide quality teacher packages and meet the needs of the education market in their country in particular and globally in general (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah; et al., 2021; Shahrulliza et al., 2021). Complements the cultural landscape and national needs, yet at the same time fulfills global aspirations. (Tania, 2006).

Based on Figure 3 above, these four studies show that the quality of teachers produced is a major issue in many countries, especially in Malaysia and Australia. The need to produce quality teachers is central to pursuing educational excellence holistically (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). In Australia for example, according to Farierra (2009), the proposal to look at the development of teacher education is through the implementation of studies. Both countries also need to look at the needs of the industry in planning programs for teacher education to prevent things such as the irrelevance of programs with current realities from continuing to occur. According to Tania (2006), teacher education needs to be in line with changes in the environment that include technology, needs and more.

However, local needs and demands also need to be met in order for well-being in the life of a plural society to continue (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021; Jumiah et al., 2021). There are many teachers for example in rural Victoria, Australia are unable to give commitment when sent to teach in a particular area because they cannot meet local demands (Plunkett, Margaret Dyson & Michael, 2011). There is still much room to provide relevant and appropriate teacher education in a multi-racial society. The findings of this study also prove that, although Malaysia is a country with a plural society similar to Australia, education standards can still be implemented. Australia's status as a developed country actually opens up a wide educational space to its people whether in urban or rural areas. (Graeme, 2009).

Next, a key issue that also needs to be addressed is related to the unequal teacher curriculum. This can cause confusion and errors in describing the quality of teachers. It should be streamlined so that there is no duplication of standards and also facilitate the organization to determine the level of teacher quality (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). In addition, the no less important thing to pay attention to is the policies and policies in education. It is acknowledged that it needs to change so that it can move in line with current needs. But the frequency in policy changes or policies that are the basic reference is very bad for the preparation and development of education in general as well as teacher education in particular (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). A change in policy will make a practice change in a drastic way. This can cause confusion and burden for the implementers.
It can be concluded that, between Malaysia and Australia which have different status, namely Australia as a developed country and Malaysia as a developing country, still have challenges and issues in providing quality teacher education. Despite the economic and political greatness, both countries are still looking for the best formula to improve the quality of teacher education in their respective countries. It is acknowledged that existing programs are best based on current needs, however there are several other aspects that have room for improvement so that they can produce certain standards that in turn can be utilized in education (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). This strength will also be able to produce excellent students. Figure 4 below suggests some other aspects that are recommended to be considered to further strengthen teacher education such as policy, politics, current needs and globalization.

This study succeeded in obtaining teacher education issues that plague two countries with different status where Malaysia has the status of a developing country and Australia which has achieved the status of a developed country. Researchers can find and examine teacher education issues in both countries such as teacher quality determination, professionalism value practice, teacher readiness, program relevance and industry needs as well as quality teacher dropouts in the implementation of teacher education in both countries.

After this issue is explained at length by the researcher based on the latest literature review and referring to the studies of other researchers, then the researcher can state here that each country has its own issues and challenges in elevating education through teacher education. It is a complex and complex matter in producing quality teaching staff despite the varied and often changing demands (Badaruddin et al., 2021, Abdul Rasid et al., 2021). The status of a country does not guarantee them not to face various issues in education. Even the more developed a country is, the higher the demand for education to provide a harmonious society. Through the production of great teachers with the best packages, surely a high value of education and great achievements can be achieved. Researchers believe that despite the efforts that have been made, there is still room for improvement.

III. CONCLUSION

To complement this study and to achieve the purpose of producing good quality teachers, the study needs to be continued. Further research may be shifted to teacher education issues in several countries in different categories. For example, studies related to the issue of teacher education in poor countries compared to developing countries. In addition, the study can also be conducted according to continental differences such as the issue of teacher education in Africa compared to the issues of teacher education in continental Europe.

In conclusion, the researcher hopes that this brief study can provide useful benefits to readers, especially to prospective teachers to be sensitive to these issues and in turn make them better prepared to face the reality of the world of education. In addition, this study is also expected to be a reference for researchers after this to continue their research in a wider field. The researcher also hopes that the parties closely involved in teacher education in Malaysia in particular can pay attention to the issues that have been explained to improve the existing system.
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