



Advancing The Preparation Of Future Educators

Yuhandra Conli Kosdamika ¹ | Deviyanti Pangestu ² | Tiyas Arifin ³ | Puji Lestari ⁴ |

¹Institut Agama Kristen Negeri Palangka Raya, Indonesia, yuhandra.ck@iaknpky.ac.id

²Universitas Lampung, Indonesia, deviyanti.p@fkip.unila.ac.id

³SD Negeri Rejondani, Indonesia, tiyas.arifin87@gmail.com

⁴Universitas Lampung, Indonesia, pujilestari001@students.unila.ac.id

Correspondence:

Yuhandra Conli Kosdamika
Institut Agama Kristen Negeri Palangka Raya,
Indonesia
Email: yuhandra.ck@iaknpky.ac.id

Article history:

Received: -
Revised: -
Accepted: -
Available online: -

Keywords:

Classroom Administration
Korthagen's Onion Demonstrate
Understudy Instructors
Instructor Advancement
Educator Instruction

<https://doi.org/10.33086/recr.v6i1.4549>



Abstract

This study about pointed to examine the goals of understudy instructors with respect to the kind of teachers they wish to gotten to be. The inquire about included 40 understudy instructors who were portion of a essential instruction program at a open college. Their viewpoints were collected through unstructured reports, which were submitted after completing a semester-long course in classroom administration amid their fifth semester. The subjective information from these reports, especially the properties the understudy instructors distinguished with, were analyzed utilizing Korthagen's Onion Show, utilizing a subjective substance examination strategy. The discoveries uncovered that the members essentially talked about classroom environment, behavior, and competencies. Also, the reports highlighted their goals with respect to the kind of instructors they wish to advance into and the educating behaviors they arrange to embrace. The comes about demonstrated that the understudy instructors essentially worked inside the interventionist and interventionist/interactionist control levels, which reflect two particular approaches to energetic evaluation and classroom administration styles. Moreover, they utilized definitive, instructive, behavior-focused, and equitable strategies. The ponder emphasizes that for understudy instructors to express their convictions, personality, and mission—the central layers of the Onion model—must be provided to them with satisfying opportunities and encounters

Practitioner note:

What is already known about this topic

- Student teachers' perspectives on the type of educators they wish to become are crucial in shaping their future teaching practices. This understanding is essential for developing effective teacher education programs.
- The Korthagen's Onion Model provides a comprehensive framework for analyzing the layers of teacher development, from observable behaviors to deeper values, identity, and mission.
- Classroom management and the associated behaviors of student teachers are widely studied, with various approaches ranging from interventionist to non-interventionist models.

What this paper adds

- This study reveals the central role of student teachers' beliefs and identities in shaping their classroom management styles, highlighting the need for teacher education programs to focus more on the inner layers of Korthagen's Onion Model.
- The findings emphasize the importance of reflecting on personal teaching experiences to foster a deeper understanding of one's teaching identity and mission, which are often underexplored in current teacher training.
- By analyzing student teachers' perspectives on their future roles, this paper suggests that teacher education should offer more opportunities for reflection and self-exploration to help future educators develop a coherent teaching philosophy.



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Implications for practice and/or policy

- Teacher education programs should incorporate reflective practices that allow student teachers to explore their beliefs, identities, and missions, aligning these with their teaching practices.
- Educational policymakers should recognize the importance of supporting teacher identity development as a critical component of effective teaching, ensuring that teacher training programs provide experiences that connect personal values with professional competencies.
- By emphasizing the development of deeper layers of the Onion Model, educators can better prepare future teachers to face the complexities of classroom management and educational decision-making.

1. INTRODUCTION

Educating may be a career that numerous people are drawn to, forming their proficient travel based on individual goals. Getting to be a educator is more than fair obtaining foreordained aptitudes and competencies; it includes locks in profoundly with the instructive handle, living through it, learning, and joining oneself with the understudies (Ajmal et al., 2022). This calling requires a significant sense of shared association between instructors and understudies. Hence, educator instruction programs endeavor to get ready future teachers as viably as conceivable so they can rise as competent and effective experts.

A noteworthy sum of writing examines the vital capabilities and desires for educator instruction and understudy instructors (Farhang et al., 2023). Society places tall desires on instructors, especially in nations with constrained financial assets like Indonesia, where instruction plays a pivotal part in keeping up worldwide competitiveness. In these settings, services of instruction and policymakers build up systems that layout the anticipated capabilities of instructors, impacted by different previously established inclinations. For occurrence, in South Africa, policymakers anticipate instructors to be capable in particular stages, subjects, or disciplines; to act as learning mediators; to plan and translate learning programs; to require on parts as pioneers, directors, and directors; to be deep rooted learners and analysts; and to fulfill community and peaceful parts (Dewi et al., 2023).

So also, the Service of Instruction and Culture in Indonesia sets comparable desires for qualified instructors. These desires emphasize the individual traits required for teachers, underscoring the significance of educator personality and identity in making important instructive choices. It is essential for instructor instruction to start with making a difference future instructors find their educating character (Dong & Qin, 2023). This inquire about was conducted to investigate the points of view of understudy instructors with respect to the type of instructors they attempt to finished up inside the long run.

Literature Review

Various analysts announce that understudy learning is basically affected by the teacher's classroom organization sharpens and bearings methods. The way instructors utilize their academic information to communicate data to understudies is basic. In this way, keeping up an sincerely steady environment is crucial for joining the different measurements of classroom administration (Wang & Wang, 2023).

A few thinks about on educator competencies have centered on what makes an compelling instructor (Mahfud & Riniati, 2023). Be that as it may, others contend that tending to this issue is complex (Soltani et al., 2020). Instructor instruction points to prepare teachers to be successful, a objective affected by numerous disciplines. From a pedagogical angle, brain research includes a noteworthy affect on this field (Gola et al., 2022). When competencies are seen just as a checklist of individual criteria and qualities, such as adaptability or eagerness for the calling, the broader, more complex nature of educating is ignored (Sullamo et al., 2023). Uneasiness, as Sánchez-Cabrero et al. (2021) proposed, ought to be included among the different variables that impact successful instructing.

Korthagen investigated these components through joined layers, alluded to as the Onion Demonstrate (Ahmed & Shogbesan, 2023). These layers are characterized as environment, behavior, competencies, feelings, identity, and mission, coordinated from the fringe to the most profound. The primary two layers, environment and behavior, relate to discernible conditions, counting the classroom setting, understudy behavior, and teacher-student intuitive (Kennedy & Haydon, 2021). These layers address the challenges confronted by understudy instructors, experienced instructors, and understudies in classroom environments, centering on the foremost viable arrangements to these challenges (Shailaja & Lakshmi, 2020).

The third layer, competencies, contrasts from behavior in that it includes a wide amassing of information, aptitudes, and demeanors (Rasulova et al., 2023). For instructors and understudy instructors to develop these competencies, they must internalize their activities and get it what they are doing. In quintessence, the change of behavior into competencies depends on their capacity to reflect on their hones. While behavior is perceptible, competencies speak to fundamental aptitudes which will not be straightforwardly obvious but can be showed when required.

The Onion Appear as well reveals that educators competencies are influenced by their feelings, which shape the fourth layer (Agmanda & Sumarmin, 2020). Setting up and keeping up a positive passionate environment is closely tied to these

convictions. Instructors are anticipated to form situations and display administration styles that adjust with their feelings. For illustration, an instructor might accept in reacting keenly to students' questions by endeavoring to get it the thinking behind them.

The fifth layer, personality, relates to how instructors see themselves and their part inside the calling. This includes self-identification and how educators see their position within the instructing field. The advancement of a proficient character is pivotal, as highlighted by the address, "Who am I?" in educator instruction. This approach emphasizes the significance of understanding the kind of educator one aims to be, fortifying the thought that instructors must ceaselessly reflect on their part (Şenol, 2020). This reflection is fundamental for creating a solid proficient character.

As the part of instructors advances from just transmitting information to guiding understudies, it gets to be crucial for understudy instructors to create conclusions approximately their parts. These suppositions are regularly formed by critical life occasions and powerful figures in their lives (Listiyana & Baron, 2021). Early encounters with key people can shape a teacher's part and impact their interesting behavior within the classroom. In this setting, the childhood of understudy instructors essentially impacts their convictions about themselves and their calling (Lei et al., 2022).

Daliri et al. (2021) recommended that recognizing between the individual self and the proficient self can be challenging for instructors. Rabo (2022) proposed that individual and proficient personalities are interrelated and impacted by an individual's foundation. Dong and Qin (2023) emphasized the significance of instructor character in instruction, noticing that it serves as a foundation for decision-making which educator instruction ought to start with finding one's educating self. Ajmal et al. (2022) portrayed proficient personality as a combination of oblivious needs, feelings, values, part models, past encounters, and behavioral inclinations formed by Gestalt standards.

The deepest layer of the Onion Show is mission, which relates to how instructors approach their work and see the world (Cetin et al., 2023). Basically, a teacher's activities are guided by their inward world and worldview, regularly alluded to as their mission. Haldimann et al. (2023) depicted this as a otherworldly level, connected to one's sense of reason and the meaning of their presence. This layer contrasts from personality in that it includes broader variables such as family, social bunches, culture, and significant encounters. In pith, it reflects how people dole out meaning to their lives and express their reason or motivation.

Teaches and understudy educates are affected by diverse layers, such as environment, behavior, competence (outer layers), emotions, identity, and mission (the inside layers), as they shape their understanding of instructing. Accomplishing concordance between these internal and external layers is basic for teachers to create and really actualize their educating reasoning (Lv & Low, 2022). Hence, instructor instruction must be organized to consolidate the values, standards, convictions, and viable encounters that shape the instructing character of understudy instructors (Farhang et al., 2023).

The writing proposes that teachers' and understudy teachers' states of mind toward classroom administration shift broadly, as reflected within the distinctive scales utilized to survey these demeanors (interventionist, interactionist, noninterventionist). Considers centering on teachers' parts in classroom administration have endeavored to form profiles inside the system of these hypothetical approaches (Martinez, 2022). Be that as it may, this subject should be inspected more comprehensively and in-depth instead of from a single hypothetical viewpoint, as both educator behavior and classroom administration are multifaceted. This consider points to investigate the multidimensional perspectives of classroom administration, looking at how understudy instructors clarify their behavior and how these behaviors relate to Korthagen's Onion Demonstrate.

In this think about, we looked for to reveal how understudy teachers' encounters in classroom administration courses impact their personality as instructors. These reflections are analyzed from the perspective of behavioral control strategies and approaches, and classroom administration writing, as well as educator preparing and Korthagen's Onion Demonstrate. To our information, no earlier considers have centered on understanding understudy teachers' recognitions of the kind of educator they yearn to be concerning classroom administration.

The Purpose of the Research

The fundamental point of this ask around is to examine understudy teachers' sees on the sort of instructors they trust to gotten to be, especially within the setting of classroom administration. Appropriately, the think about is guided by the taking after questions:

1. What are the sees of understudy instructors almost the kind of instructors they would like to be within the future?
2. Which educator behaviors do understudy instructors consider most fitting for themselves?

2. METHODS

This consider utilized a constructivist/interpretative approach, which adjusts with the nature of subjective investigate. Particularly, a phenomenological plan was chosen to investigate how people see, portray, and translate the wonders beneath examination, and how they communicate their discernments. The marvels in address can be genuine or envisioned and may incorporate feelings that can be measured or felt, as well as parts or programs (Gaylo et al., 2022). The center of this investigate was on understanding the sees and feelings of understudy instructors with respect to the sort of teachers they imagine getting

to be within the future. The members were understudy instructors who had completed their fifth semester in a essential instruction program and had not however embraced any practicum courses. The objective was to decide how these understudy instructors seen themselves as future instructors after sharing in a required classroom organization course. In course of action with this study's targets, the understudy instructors were asked to answer the two open questions in the middle of the extreme week of the 14-week course.

The ponder utilized purposive inspecting to choose the participants, with model testing being utilized to guarantee that members met the taking after criteria: enrollment within the classroom administration course, no earlier interest in practicum courses, and deliberate interest within the ponder. In spite of the fact that 73 understudies at first volunteered, as it were 40 understudy instructors (22 females and 18 guys) given total and appropriate responses, making them the ultimate members. The members extended in age from 20 to 26 a long time.

To accumulate information, the understudy instructors were inquired the taking after questions: "How do you see yourself as a instructor within the future?" and "What kind of educator do you think you'll become?". Whereas phenomenological thinks about regularly depend on interviews for information collection, composed reflections, books, sonnets, and movies can moreover be utilized to capture viewpoints (Patunob & Ibojo, 2023). In this consider, the understudy teachers' reports centered on the sort of educates they attempted to be inside long haul.

Substance examination was utilized to analyze the information collected. Amid the examination handle, different codes developed from the understudy teachers' reactions. These codes were at that point evaluated to distinguish designs and connections among them. The codes were created based on concepts from existing writing on classroom administration and educator instruction. In this ponder, codes were determined through a handle known as "horizontalization," as portrayed by Moustakas (Iheoma & Uchenna, 2020), which includes posting imperative and significant citations from the participants' points of view. The codes were at that point organized into categories (subjects) inside a topical structure to uncover designs. Moreover, citations that given more profound experiences into the participants' discernments were included within the discoveries. These topics were analyzed and examined in connection to each other, with the comes about displayed in association to pertinent writing and adjusted with the inquire about targets. To ensure participants' characters, shortened forms such as F2 or M8 were utilized, where "F" signifies female and "M" indicates male understudy instructors, taken after by a number demonstrating the arrange of examination.

To guarantee the unwavering quality and legitimacy of the think about, we followed to the evaluative criteria proposed by Mohammadi (2021), who emphasize "dependability" as a key concept in subjective investigate. They layout four standards: validity, transferability, steadfastness, and confirmability. To set up dependability in our investigate, we utilized a few procedures, counting investigator triangulation, hypothesis and viewpoint triangulation, peer questioning, and the utilize of thick portrayals. The analysts included in this ponder are experienced in instructor preparing and have critical knowledge into this field. In spite of the fact that the rising codes and topics were formed by the participants' sees, they were too educated by writing related to classroom administration and educator instruction, guaranteeing a adjust between data-driven and theory-driven examination.

The understudy teachers' The reports were then coded independently by two analyzed separately. Any errors in coding were reviewed and resolved through agreement. To play down analyst inclination and foundation impact (Haldimann et al., 2023), the codes were too reviewed by a third party who had no coordinate association within the consider.

For transferability reasons, theoretical tests and detailed diagrams were used (Ali, 2023). The test for this ponder was chosen through purposive inspecting, and the announcing was exhaustive, counting participants' comments to upgrade the validity Transferability of findings. Shailaja and Lakshmi (2020) emphasize the importance of thickness depictions, which include giving point by point accounts of the whole inquire about prepare, as a implies of accomplishing outside legitimacy, or transferability. Subsequently, in this consider, point by point detailing of the collected information, a comprehensive clarification of how the comes about were inferred, and broad scope of the participants' unique reactions were key components in guaranteeing the thoroughness and unwavering quality of the investigate.

3. DISCUSSION

The objective of this ponder was to investigate the sees of understudy instructors on the sort of instructors they aim to be within the future. The participants' discernments were categorized into four primary subjects:

1. Qualities Credited to Instructors: This incorporates control, instructive arranging, behavioral arranging, cultivating a law based and participative environment, and emphasizing social frameworks and interpersonal connections.
2. Layers of Korthagen's Onion Show: This subject analyzes the layers of environment, behavior, competence, and conviction.
3. Classroom Administration Approaches: Participants' approaches were categorized as definitive, instructive, behavior-based, equitable, bunch process-based, and socio-emotional environment-based.
4. Control Levels within the Classroom: This topic incorporates distinctive levels of control, extending from interventionist to non-interventionist.

The primary two topics, "Qualities Credited to Instructors" and "Layers of Korthagen's Onion Demonstrate," are examined together. The investigation of understudy teachers' viewpoints on control, instructive arranging, behavioral arranging, making a law based and participative environment, and emphasizing social frameworks and interpersonal connections uncovered experiences into the qualities and behaviors they property to successful educating. When analyzed agreeing to Korthagen's Onion Show, most members verbalized their future instructor personalities and the behaviors they deemed suitable for themselves within the to begin with two layers (environment and behavior) ($n = 28$). A littler number of members recognized the third (ability) stratum ($n = 8$) and the fourth (belief) stratum ($n = 4$). Underneath are a few cases of how members portrayed the qualities they relate with their future educating parts.

One understudy instructor, distinguished as Tunjera and Chigona (2020), communicated her sees on control, instructive arranging, and behavioral arranging inside the layers of environment and behavior as takes after: "I put incredible significance on keeping up arrange within the classroom. I set up rules since I accept clutter leads to chaos. Since my understudies are youthful, I set the rules and teach them. The instructor must be the one who maintains arrange within the classroom. I compensate positive behaviors and force confinements where fundamental. Understanding what is happening within the classroom and knowing my understudies are pivotal for me to tailor my instructing strategies appropriately" (Tunjera & Chigona, 2020).

Member Wang and Wang (2023) reflected on behavioral arranging, instructive arranging, and social frameworks inside the competence layer of the demonstrate: "I see myself as a educator who knows his understudies well. My activities are formed by the characteristics and formative needs of my understudies. Given their young age, I accept educating through play is basic. I point to capture their intrigued, persuade them, and make a learning environment that cultivates mindfulness of values, regard, and the significance of learning" (Wang & Wang, 2023).

Member Nadian and Afifi (2023), who communicated her considerations inside the conviction layer, emphasized instructive arranging, physical arranging, and behavioral arranging: "My past encounters have driven me to accept that setting clear rules and boundaries is fundamental for successful learning. I confronted numerous instructive challenges, and I do not need my understudies to involvement the same troubles. To realize tall levels of understudy victory, I accept it's vital to be definitive and establish arrange and teach within the classroom. I am a sharp spectator, and I think this aptitude will offer assistance me get it my understudies superior, permitting me to cater to their person needs and utilize different instructing strategies successfully" (Nadian & Afifi, 2023).

The understudy instructors not as it were examined their convictions but moreover portrayed the qualities and behaviors they relate with successful educating. These convictions were encourage analyzed inside the system of classroom administration approaches. The third subject recognized in this ponder was "Classroom Administration Approaches." When analyzing the participants' sees through this focal point, it was found that 12 members favored an definitive approach, 11 favored an instructive approach, 10 inclined towards a behavior-based approach, 9 upheld a law based approach, 7 emphasized gather forms, and 4 centered on a socio-emotional environment.

Member Keshmiri et al. (2023) reaction represents an definitive classroom administration approach: "I continuously keep up control in my classroom. My desires are clear, as I have set up my part as a instructor. Minimizing disturbances is critical, and I accomplish this by being firm but reasonable. I esteem my understudies and their input, but I stand by my beliefs that being a kind however definitive educator is fundamental" (Keshmiri et al., 2023).

Member Naz and Rashid (2021), who distinguished more with an instructive approach, shared: "I accept the viability of instructing is vital for my students' prospects. I will center on capturing their consideration, utilizing different educating strategies, and directing them through their learning forms. It is vital to raise people who are well-adjusted to society through instruction" (Naz & Rashid, 2021).

Member Jokhio et al. (2020), who communicated a inclination for making a majority rule environment, expressed: "I will be mindful of what is happening in my classroom. The person contrasts of my understudies are imperative to me. I get it that each understudy is one of a kind, and I will endeavor to be reasonable. My classroom will be a put where no one feels separated. I will construct a inviting and family-like climate, empowering dynamic cooperation from all understudies" (Jokhio et al., 2020).

A understudy instructor embracing a socio-emotional environment approach, (Manoah, 2023), emphasized the significance of classroom interaction and the individual and social advancement of understudies: "Keeping up tranquility and arrange within the classroom is one of my primary goals. I arrange to induce to know my understudies and set up rules in conjunction with them. Understanding their individual interface will offer assistance me cultivate their individual and social aptitudes. I accept that positive communication between myself and my understudies will lead to positive student-student intelligent as well. I point to be a part demonstrate, instructing regard and resilience through my activities" (Manoah, 2023).

The fourth subject that developed from the data was "Level of control within the classroom uncovered shifting levels of control, classified as either teacher-centered (interventionist) or student-centered (non-interventionist). Participant statements based on deterministic and behaviorally adaptive approaches were classified as interventionist ($n = 15$). Those who demonstrated a combination of interventionist and interactionist approaches ($n = 12$) permitted for a few understudy interaction but kept up instructor control in key zones, such as instructive methodologies. Members who essentially pushed for bunch forms, socio-emotional, and majority rule approaches were classified as interactionist ($n = 11$). As it were two members were categorized as

non-interventionist, communicating an inclination for a student-centered approach with negligible instructor control. The second aim of this study was to identify the teaching behaviours that student teachers considered most appropriate for them. These behaviors were categorized into the following themes:

1. Management/Organization-Oriented: This incorporates definitive approaches, law based situations, clear teacher-student parts, non-intimidating nearness, accentuation on physical control, and participation between family, instructor, and organization.
2. Communication/Interaction-Oriented: This includes positive communication, caring for understudies past the classroom, being a part demonstrate, paying consideration to non-verbal signals, humor, cultivating participation, making a social environment for problem-solving, being open, earnest, making a neighborly environment, and esteeming to begin with impressions.
3. Emotion-Oriented: This incorporates caring for students' interface, needs, and feelings, adoring them, understanding their formative characteristics, being a direct, empathizing with understudies, accepting in their problem-solving capacities, being a great eyewitness, and making oneself receptive.
4. Issue Behavior-Oriented: This centers on setting rules, keeping up arrange, preventive measures, tall mindfulness of classroom administration, behavior administration utilizing fortifications, discipline, overlooking, fathoming issues through discussion, utilizing social learning, non-verbal signals, and counseling specialists.
5. Value-Oriented: This incorporates esteeming students' conclusions, being reasonable, humanistic, tolerant, aware, persistent, committed to the calling, and cultivating shared regard and social mindfulness among understudies.
6. Teaching-Oriented: This includes utilizing successful instructing administration abilities, paying consideration to person contrasts, utilizing different methodologies, strategies, and strategies, empowering higher-order considering, utilizing innovation, planning and utilizing materials, and interfacing lessons to real-life applications.
7. Development-Oriented: This incorporates emphasizing the advancement of social abilities, being open to proficient improvement, and prioritizing individual development and versatility.

When considering the unmistakable codes from participants' comments, It was decided that establishing rules, taking into account students' assumptions, active communication, understanding understudies, being definitive, being reasonable, paying consideration to person contrasts in instructing, utilizing compelling instructing administration aptitudes, and utilizing different procedures and methods were of most extreme significance to the understudy instructors (Husin et al., 2023).

With respect to the behaviors that understudy instructors considered suitable, they for the most part distinguished with management/organization-oriented behaviors (definitive, equitable, non-intimidating). Within the teaching-oriented topic, they emphasized the significance of person contrasts and the compelling utilize of teaching administration aptitudes within the learning handle. Beneath the value-oriented topic, they highlighted qualities they considered fundamental, such as reasonableness, tolerance, resistance, and humanism (Demir et al., 2021). When talking about issue behavior-oriented topics, members centered on preventive methodologies, behavior alteration, and positive intercessions.

The behaviors that understudy instructors considered most fitting were assorted. Seven members communicated suppositions over as it were two or three subjects, whereas three members enunciated behaviors in all topics. The remaining members highlighted behaviors related to different subjects, with most emphasizing management/organization-oriented ($n = 28$), emotion-oriented ($n = 28$), value-oriented ($n = 27$), issue behavior-oriented ($n = 25$), and communication/interaction-oriented ($n = 24$) topics as most significant to their instructing approach. More than half of the members too famous the significance of teaching-oriented behaviors ($n = 21$), whereas less emphasized development-oriented behaviors ($n = 9$).

In this study about, understudy instructors shared their sees on the kind of teachers they aim to be and the educating behaviors they consider suitable for themselves. Most of their reactions were adjusted with the external Korthagen onion class demonstrates, especially in environmental regions and behavior ($n = 28$), and competence ($n = 8$). As it were a little number of members ($n = 4$) communicated their sees inside the conviction layer, in spite of various considers highlighting the significance of coordination values, standards, convictions, and commonsense encounters in educator instruction to shape the proficient character of understudy instructors (Bhavana & Vijayalakshmi, 2021).

The limited expression of sees within the internal layers (conviction, character, and mission) by the members proposes that they may not have experienced adequate encounters, convictions, and identity-shaping components amid their preparing. Casinillo and Casinillo (2021) emphasizes the association between teachers' viable information and individual values, especially amid the securing of these encounters. He underscores the centrality of instructors seeing themselves as people inside the setting of teacher education, reflecting on their self-perception, their parts within the classroom, and their educating hones. In this think about, members replied questions almost their future parts as instructors by examining what instructors ought to or shouldn't do, instead of showing a more profound sense of their "educating self" or "individual self." They once in a while examined their proficient character or their convictions around the educating calling. Asare and Amo (2023) argued that teachers' life experiences and opportunities are closely related to instructing hones which these variables connected with the specialized, full of feeling, and social viewpoints of educating, as well as the broader social, social, and organization situations in which they work.

Gentile and Oswald (2021) notes that instructors and understudy instructors draw on different layers, such as environment, behavior, competence, conviction, character, and mission, as they form their understanding of educating. He recommends that instructors can create a unmistakable and viable instructing logic when concordance exists between These layers. The outer layers of the Onion Expression involve skills and behaviors influenced by the inner layers, which envelop instructor convictions, character, and mission (Sullamo et al., 2023). Hence, raising mindfulness among understudy instructors approximately this exchange is pivotal. Irfiana et al. (2021) highlights the significance of educating identity in instructor instruction, expressing that it serves as a establishment for meaning-making and decision-making, which educator instruction ought to start with the investigation of one's "educating self."

Members for the most part talked about classroom circumstances, behavioral controls, and the behaviors they consider fundamental for compelling instructing. There was negligible specify of the aggregation of educating competencies. For these competencies to be completely realized, instructors and understudy instructors got to get it what to do, how to do it, and how to absorb these points. In other words, changing substitute teacher behaviors into competencies depends on their capacity to reflect on their possess hones (PUJI & LESTARI, 2021). The discoveries propose that understudy teachers view educating as a arrangement of errands performed within the classroom. The system for educator competencies, as laid out by the Chamber of Higher Instruction and the Service of Instruction and Culture in Indonesia, incorporates proficient information, abilities, and states of mind, but regularly presents these as a checklist. In this think about, members centered on "proficient aptitudes" and "proficient demeanors and values," especially in connection to arranging instruction and overseeing the learning and instructing handle (Kennedy & Haydon, 2021). Be that as it may, it is essential that members did not say behaviors related to "making a physical learning environment" or "appraisal and assessment." Essentially, they did not talk about field-specific information, academic substance information, or information of instructive enactment in their portrayals of future instructing hones.

Fauzan (2020) contend that educating isn't simply a calling but a work. In any case, the members in this ponder frequently portrayed their future instructing as a list of behaviors or assignments. Whereas understudy instructors are anticipated to demonstrate behaviors related to their person missions in life, the individuals in this consider centered more on behavioral controls, classroom administration approaches, and control levels within the classroom instead of straightforwardly tending to their convictions, personalities, and missions related to educating. The participants' responses on classroom administration demonstrated a inclination for definitive, instructive, behavior-based, equitable, gather process-based, and socio-emotional approaches. In terms of control levels, most members recognized as interventionist or interventionist/interactionist, reliable with discoveries from past ponders (Aletaiby et al., 2021).

Additionally, the understudy teachers' reactions with respect to instructor behavior adjusted with hypothetical measurements of classroom administration (Asare & Amo, 2023). The members appeared mindful of the complexity of a teacher's part in overseeing a classroom. Be that as it may, it is eminent that they did not allude to the "physical measurements" or "time measurements" of administration, whereas they as often as possible emphasized the "classroom atmosphere/communication measurements," "behavior administration measurements," and "instructing measurements".

4. CONCLUSIONS

Based on the discoveries of this inquire about, it is prescribed that understudy instructors be given more openings to reflect on their instructing hones to upgrade their understanding of instructing competencies. Amid their educating encounters and commonsense preparing, it is vital to designate adequate time and give openings for understudy instructors to assess their hones from numerous points of view. Follow-up sessions ought to be organized to permit understudy instructors to reflect on what they have done, what they seem have done in an unexpected way, how well they accomplished their objectives, and why certain destinations may not have been met.

To enable understudy instructors to specific their convictions, characters, and missions (the inward layers of the Onion Demonstrate), they must be given with differing encounters amid their instructor instruction. These encounters ought to incorporate strategies that offer assistance understudy instructors to way better get it themselves, reflect on their past encounters, and lock in in individual improvement. In other words, a learning environment ought to be made where understudy instructors can coordinated their past encounters, individual educating stories, values, and person personalities. Such an environment will offer assistance understudy instructors to extend their self-awareness, get it the kind of instructors they yearn to be, and reflect more successfully on their educating hones.

Author contributions: Conceptualization, Yuhandra Conli Kosdamika and Deviyanti Pangestu; methodology, Yuhandra Conli Kosdamika; software, N/A; validation, Yuhandra Conli Kosdamika, Deviyanti Pangestu, and Tiyas Arifin; formal analysis, Yuhandra Conli Kosdamika and Puji Lestari; investigation, Yuhandra Conli Kosdamika, Deviyanti Pangestu, Tiyas Arifin, and Puji Lestari; resources, Yuhandra Conli Kosdamika; data curation, Tiyas Arifin and Puji Lestari; writing—original draft preparation, Yuhandra Conli Kosdamika; writing—review and editing, Deviyanti Pangestu and Puji Lestari; visualization, Tiyas Arifin; supervision, Yuhandra Conli Kosdamika; project administration, Yuhandra Conli Kosdamika; funding acquisition, Deviyanti Pangestu. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding that pre-service teachers primarily focus on external layers of Korthagen's Onion Model, such as environment and behavior, when describing their professional identities, indicating a lack of emphasis on deeper layers like beliefs, identity, and mission. Most participants favored authoritative classroom management approaches, focusing on maintaining order and discipline through clear rules and positive reinforcement. Only a few expressed a deeper understanding of their personal teaching philosophies. This suggests that teacher education programs should include more reflective practices to help pre-service teachers explore and align their beliefs and teaching identities. The study also highlighted that previous experiences and personal backgrounds significantly shape their perceptions of the teacher they aspire to become. Therefore, integrating reflective opportunities in teacher training is essential for fostering a more coherent professional identity.

Acknowledgments: None. Contributions from anyone who does not meet the criteria for authorship should be listed, with permission from the contributor, in an Acknowledgments section.

Ethics statement: None. Studies involving humans must have been performed with the approval of an appropriate ethics committee and provide the reference number.

Conflict of interest: None. Any interest, financial relationship, personal relationship, religious or political beliefs that might influence the objectivity of the author can be considered as a potential source of conflict of interest. All manuscripts submitted to the journal must include a conflict of the interest disclosure statement or a declaration by the authors that they do not have any conflicts of interest to declare

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