

**PRE-SERVICE TEACHERS' PERCEPTION IN EXPERIENCE OF
TEACHER AUTONOMY IN TRANSFORMATIONAL TEACHING**

A Thesis

Presented to Department of English Language Education Partial

Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in

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YOGYAKARTA**

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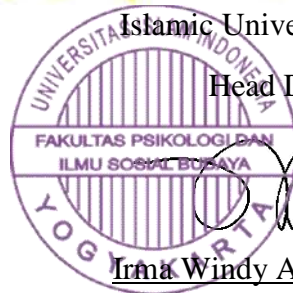
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 17th, 2020

The writer.



Muhammad Fiqri Ramadhan
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MOTTO

“Put 90% effort to your work, let 10% remain intention and prayer to Allah SWT.

Let Allah show the way.”



DEDICATION

Love, caring, and best supporting system. I specially dedicate this thesis to
my beloved parents

Mr. Ahmad Mulyadi and Mrs. Ida Zuraida

for the best prayers, you have been sent to me, all day, all night.



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum warrahmatullahi wabarakatuh

Alhamdulillahirobbil'alamin. Praise be to Allah SWT of the universe, on this occasion I write down my gratitude for all the blessings and blessings of life that God has given me up to now, and have a long life, always healthy and always feeling joyful.

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I believe that this thesis is far from perfect. Therefore, suggestions and recommendations are very necessary for the next development. Lastly, I hope this thesis can be useful for readers.

Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, July 17th, 2020

The researcher,

Muhammad Fiqri Ramadhan

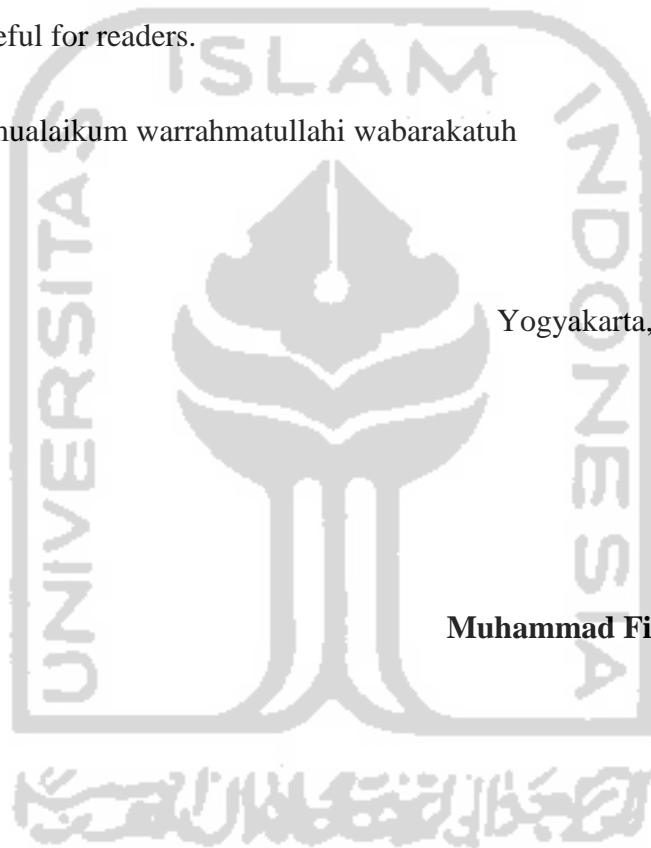


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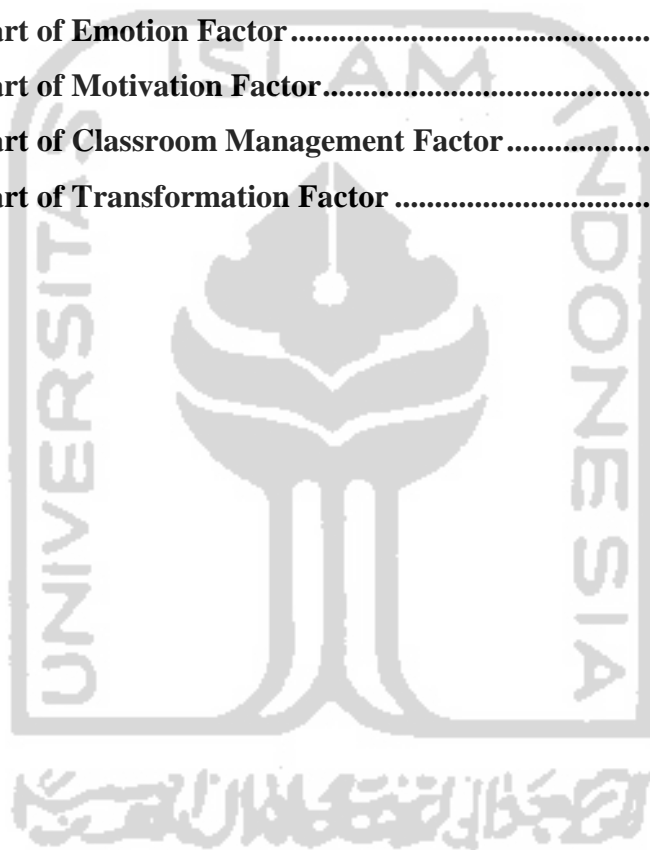
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PRE-SERVICE TEACHERS' PERCEPTION IN EXPERIENCE OF TEACHER AUTONOMY IN TRANSFORMATIONAL TEACHING

ABSTRACT

This research concerned with pre-service experience for autonomy transformative teaching. This study aims to identify the perception of English Educational Department pre-service teachers' experiences about their autonomy in transformational teaching during teaching practice sessions. This research employed survey research. The population consists of 54 pre-service students from English Educational Department at a private university. The data were collected by using the questionnaire "Autonomy in Teaching for Transformation Tool (ATT-scale)" consisting of 21 items that were adapted from Klerk et al. (2012). The data were analyzed using SPSS and Microsoft excel. The findings describe four factors of Autonomy in teaching for transformation as followed: The highest score for this survey shown Classroom Management is the highest factor with the mean (M=3.31), followed by Motivation with the mean (M=3.11), and then Emotion with the mean (M=3.00), and the lowest score is Transformation with the mean (M=2.86).

Keywords: Pre-service teacher, Autonomy in transformational teaching.

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, formulation problem, objective of the study, and also significance of the study and as a closing of this chapter.

1.1 Background of the study

The faculty of education at universities has been designed to help its students develop into intelligent teachers who are ready to teach in the classroom, there are many important things that pre-service teachers also need to train or learn before they are ready to face their students in the classroom to perform their obligations as a teacher. University are those that have the greatest impact on the knowledge of students, on the evolution of their personality and on their career development (de Amelda, 2017). She also added, to performance standards set the foundation for all the teacher's actions aimed at professional development and consequently the organizational development of the educational institution. But therefore, not only mastered terms of science and technical pre-service, but also in terms of emotions, class management, motivation, and transformation, this process is also about learning autonomy (Klerk et al, 2012).

Canada and Arumi (2012) state that the development of autonomy requires awareness and conscious thinking about the learning process itself, and what is involved. In this case, as prospective teachers, pre-teaching self-development is sufficient to play an important role in their teaching process later, by realizing the role of a teacher who will later provide knowledge to their students.

Klerk et al. (2012) tell that the main basis of teaching autonomy for transformation as reflected in the practice of faculty teacher training will be analyzed. In this connection, researchers reflect faculty pre-service teachers on their views and perceptions of autonomy in teaching transformation. What they have learned and they got during the process of going to pre-service will show an impact when facing real class situations, in any aspect.

Klerk et al. (2012) follow that the researcher wrote this so that the reader can understand the essence in the pre-teaching process to be able to achieve the true nature of teaching. Explain how whatever stages are passed and which have been passed by the person. Klerk et al. (2012) added the fact of pre-service teacher experience is a true reality; the reality they wish to express offers a perspective of situations in which pre-service teachers often find themselves and thus provide insight into their ability to understand of their experiences.

While in processing, there is a process that most people did not realize which is transformative in teaching. Sokol and Cranton (1998) tell that transforming, not training, is a journey that adult educators must take to keep up with the times. Sokol and Cranton (1998) added as transformative students, they sometimes question their perspectives, open new ways of looking at their practices, modify their views, and try to use new perspectives. Thus, the pre-service teacher already has an understanding that the changes that someday be occurred can adapt because they have received knowledge as long they are at the faculty.

To be clear, Mezirow (1997) states transformative learning is based on the way humans communicate and is a common learning experience not exclusively with

significant personal transformation. It is important to pre-service realize this because within their progress they sometimes did not realize this is occurring while they are in learning. Mezirow (1997) added, with this premise, it becomes clear that this education which is implied by how the concept of adult learning and communication implies: empowering individuals to become more autonomous or confident thinker rather than the other by learned to negotiate their values, meanings, and goals rather than acting uncritically toward.

To add, NCF (2005) in Sehwat (2014) states that teachers' autonomy is essential for a learning environment that addresses the students' diverse needs. As much as the learner requires space, freedom, flexibility, and respect, the teacher also needs the same thing. This research about teaching autonomy in transformational teaching has been investigated by Klerk et al. (2012) using the Quantitative research method. The result is that learning goals show what and how students are required to demonstrate their ability to teach continuously and independently, creating transformative learning during their teaching practice.

A year after, Palmer and van Wyk (2013) adapt and doing their research by collecting the data from the interview. The result is data generated from interviews revealing that pre-service teachers are uncertain about how to be autonomous and how to teach transformation. The same concentration as the research, the same place where data was collected in South Africa, but with different data collection methods showing different results. However, the results presented in this previous research, this research would be tested and can be used for the Indonesian context.

Therefore, this research was written to ensure that the achievements made by the students to become a teacher are well-supported and neatly managed so that students do not feel in vain and get accordance with the results that have been harvested. There is still a lot of lack in this writing which is expected to be better refined by the next researcher.

1.2 Identification of the Problem

An identification of the problem, all potential issues resulting from contextual contexts in the background are defined and elaborated. Researchers found that pre-service teachers still be feeling anxiety when they are in field teaching and also even though they are 'ready' to teaching, they had to make sure they are ready in other aspects (Emotions, class management, motivation, and transformation). Researchers assure that they of course have learned about anything in English educational faculty, but back again they feel uncomfortable when they for the first time in teaching and less prepare.

1.3 Limitation of the Problem

In order to make this study easy to understand, the researchers tried to limit the problem. This study is limited to pre-service students on English educational faculty in a private university Yogyakarta.

1.4 Formulation of the Problem

Based on the description above, the researcher tries to formulate the problem as follows:

- a. How is the perception of pre-service teachers' on their autonomy in transformational teaching?

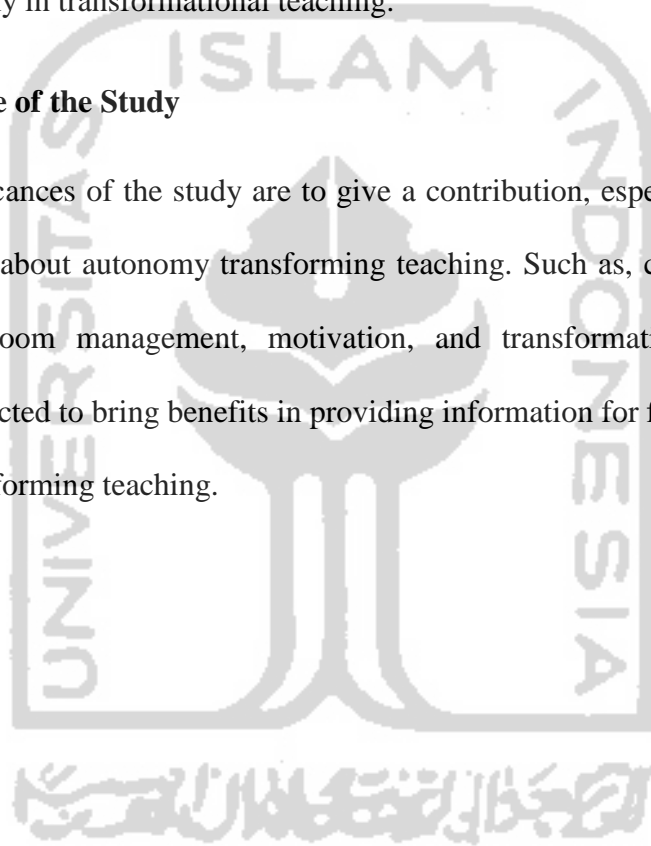
1.5 Objectives of the Study

Based on the questions formulated above, the aims of the study are:

- a. To identify the perception of pre-service teachers' experiences about their autonomy in transformational teaching.

1.6 Significance of the Study

The significances of the study are to give a contribution, especially about learner's view of beliefs about autonomy transforming teaching. Such as, control their emotion, maintain classroom management, motivation, and transformational teaching. This research is expected to bring benefits in providing information for further research about autonomy transforming teaching.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that used in this study. The literature review described some theories related to pre-service teachers, learning autonomy, and transformational teaching.

2.1 Pre-service Teachers' Teaching and Learning Autonomy

Pre-service teaching is a period of guided and supervised teaching. Students are gradually introduced into teaching roles for certain classes by a mentor or teacher who works together. Teachers who work together work with and encourage pre-assignment teachers to assume greater responsibility in classroom management and teaching when the experience takes place (Plodkaew & Tanamai, 2014).

Preparing pre-service teachers for teaching requires capacity building to facilitate the interaction process between their ideas about transformation teaching and their experiences and exposure to the reality of teaching (Klerk et al., 2012). All these things can help teachers to prepare themselves for the pre-teaching before going to the classroom and so that their observations can be attempted to make according to the plans prepared. He added that a means of autonomy and directing their teaching in a further direction, and it looks like the university is the place to do that preparing students to function independently. That way, we will get debriefing about how to teach well, be a good teacher, and overcome all obstacles.

Teacher autonomy is important for students to be more discussion about, to get more views about the teaching concept. Benson (2007) states that teacher autonomy is one of the most essential and problematic concepts which have often emerged for years

from the field of teaching autonomy. The importance of a prospective teacher to explore the meaning of this is based on a sense of wanting to provide the best knowledge with a positive spirit. Benson (2007) added the literature that discusses language, there is an emphasis that is far greater in teacher autonomy as a professional attribute and the relationship between teacher autonomy and student autonomy. The importance of exploring this to achieve the goals or ideals of the teacher as educators who are ready, qualified, and valuable.

Although in other college courses, the activities and practices contribute knowledge and experience to prospective teachers. Pre-service teaching provides an opportunity to experience demanding and satisfying assignments by assuming primary teaching responsibilities. Important considerations underlie service educator's ability to engage in transformational teaching. In doing so it is essential to, analyzing the background of the individual educator and how to conceptualizes the role as a teacher of transformation (Klerk et al., 2012). Students' awareness and intention in studying teacher hood play a role in the continuation of self-experienced teacher training so they do not feel lost in the middle of the journey. Motivation is fundamental to it.

This theory appeared with the European Council's modern language project, which led to the publication of Holec's (1981) report where autonomy was defined as 'the ability to take over one's learning. Important work from this period can also be found in the early edition of the journal *M'elanges P'edagogiques* and a paper presented at a 1976 seminar at the University of Cambridge (Harding-Esch, 1977). This founded that assumes how autonomy's idea comes up at the surface for the first time, and this idea is always to use until this moment.

Practical applications that focus on independent learning and lead to the development of self-access centers and student training as a focal point for experiments (Benson, 2007). Dickinson (1987) describes autonomy as a situation where students are fully responsible for all decisions related to their learning and the implementation of those decisions'. This means that autonomy in teaching is everything that needs to be studied with a process that is not momentary.

Klerk et al. (2012) realize what autonomy means and direct their teaching in the next direction, and it appears that the University is the place to do it prepares its students to function independently. In that way, debriefing about how to teach well needed to be taught, and so can overcome any obstacles.

This view is concurrent with Flavell (1979) in Cañada and Arumí (2012) that developing autonomy requires a conscious awareness of the learning process itself and what is involved, not only to increase teaching and learning practices and activities but also to promote a much deeper dimension of 'knowledge'. As part of their teaching practice, the concept of autonomy requires that pre-service teachers be aware of the reasons, time, place, and ways in which they can acquire skills and knowledge (Klerk et al., 2012). Thus, they can understand that their role has a significant impact on their students in the future, this is the role of autonomy that will help them in the classroom.

Learner autonomy has been described as demonstrating initiative to take responsibility or authority, make a choice, and bear responsibility. Students' initiative seems to run counter to teacher control. The 'Learner' initiative, however, does not always conflict with teacher control in terms of job structuring and class management. Lamb

(2008) in Feryok (2013) said that it is not surprising that teachers' role in student autonomy is becoming an increasingly important research field.

In the society, it is necessary to define curriculum evaluation issues and to find solutions to overcome these problems to control competition in mass schools and to ensure the allocation of resources based on equality and equality (Broadfoot, 1996). Teacher autonomy, as the relationship between the teacher's pedagogical work and work procedures, is dealt with based on curriculum evaluation issues. Curriculum evaluation concerns 'unclear' learning problems, which means that there is no strict business-product relationship (Hopmann, 2003; Luhmann, 2002),

2.2 Transformational Teaching

According to the transformational learning theory in Mezirow's (2000) focus of transformation, the theory is on how we learn to negotiate and act based on our own goals, values, feelings and meanings than we adjust to others - to gain more control over ourselves as socially responsible, clear-minded decision-makers. The reference framework includes habits of mind (ways of thinking, feeling, and behavior) and certain points of view (values and beliefs).

The frame of reference encompasses cognitive, conative, and emotional components, and consists of two dimensions: habits of thinking and views. Thought habits are wide, abstract, oriented ways of thinking, feeling, and acting, habits influenced by assumptions that are a set of experiences. Habits of thinking are articulated in certain perspectives - constellations of beliefs, valuations of values, attitudes, and feelings that form certain interpretations (Mezirow 1997).

After the reference frame is challenged, transformative learning can occur through problem-solving or critical discussion and reflection from a worldview that leads to

previous habits of thought and points of view. Transformational teaching, therefore, needs to be prepared to handle more obstacles and dilemmas than it is done in a more traditional way of teaching (Vieira 2007, Klerk et, al. 2012).

As teachers from universities and education researchers, they define pedagogical qualities as aims and processes to transform students into critical consumers and creative knowledge producers. Thereby, they are thus empowered to participate actively in lifelong learning and education as a condition for increasing rationality and contextual justice in which they (inter)act. This definition is consistent with even the most recent views on higher education teaching and learning. (Vieira 2002)

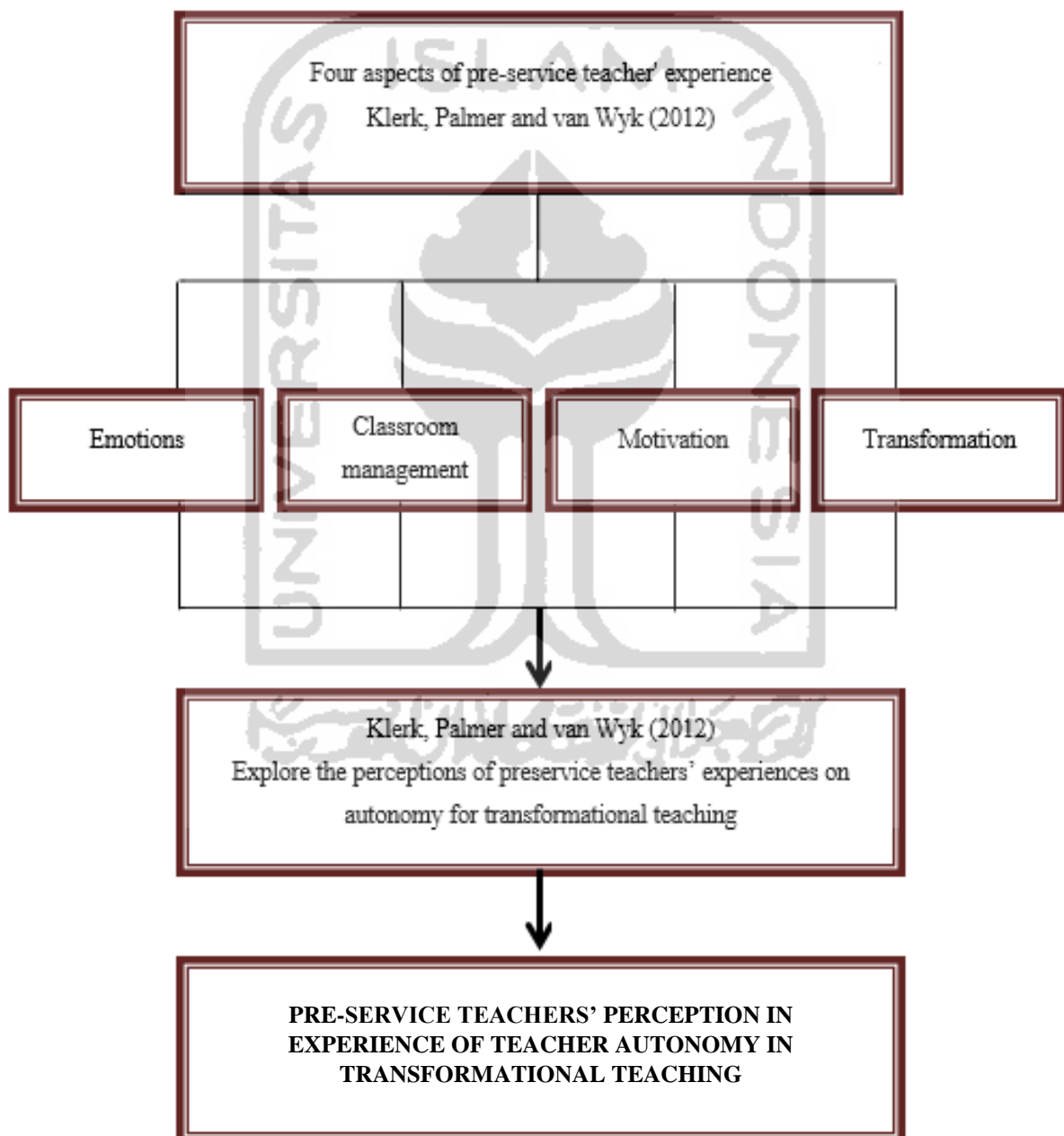
In short, higher education institutions should aim to develop pre-service teacher autonomy so that they can teach transformation by creating new and original ideas rather than simply recycling old ones. Besides, autonomy suggests a kind of teaching experience that enables teachers to develop a relationship with both their practice in the classroom and experience in the theory and practice; between ideas and perspectives; and between the ideals of norm and reality that can be achieved (Shulman 2004).

Benson (2007) claims that self-access centers are mostly a basic feature of institutionalized language learning in many regions of the world and other options also seem to reinforce the idea that classroom-based learning is the norm. All of these modes of practice merits a more detailed self-review. Mezirow (1991) in Sokol and Cranton (1998) claim that the transformational theory of learning is based on the premise that we all have perspectives from our experiences, thoughts, values, and insights.

2.3 Theoretical Framework

This study aims to identify the perceptions of the autonomy experiences during practical teaching sessions of pre-service teachers for transformation teaching. This

research uses a designed questionnaire as the instrument to find the student's teachers' attitudes towards using autonomy in teaching for transformation. The factors of Autonomy in Teaching for Transformation were conceptualized by Klerk, Palmer, and van Wyk (2012), which are emotions, classroom management, motivation, and transformation. The instrument adapted from Klerk, Palmer, and van Wyk (2012).



CHAPTER III

RESEARCH DESIGN

This chapter will be highlighting the research method which is used for collecting data in this research. It covers research design, population and sample, data collecting technique, and also data analysis techniques.

3.1 Research Design

This study was designed to identify the pre-service teachers view autonomy as an activity involving responsible thinking and acting; Finding self-fulfillment and developing independent teaching practices; and exploiting opportunities for optimal development in a private university in Yogyakarta where this research is tried and tested. Survey research used as a research method to collect the data. Survey research is a method of testing the objective theory by exploring the views of pre-service teachers on autonomy during teaching practice to teach for transformation. (Klerk et al., 2012).

According to Klerk et al. (2012), the outcome of this research instrument was an Autonomy in Teaching for Transformation Tool (ATT-scale). It was used and recommended as an effective measuring tool to investigate changes in teaching autonomy for the transformation of student teaching at university.

The instrument of this research is the questionnaire. Also, the data of pre-service teachers' perception analyzed by using SPSS 25 (Statistical Package for the Social Sciences) and Microsoft Excel.

3.2 Population and Sample

This research was aimed at all students of the English Educational Department academic year 2016 at a private university. The population consists of 54 students from English Educational Department who join the pre-service teacher (*PPL Sekolah*) 2018/2019 will be observed with the survey. Fifty-four (N=54) undergraduate students teachers who were registered for the *PPL Sekolah* were selected as the proportionally stratified sample for the study. This sample consisted of 17 males (31%) and 37 females (69%). This research was conducted at the English Educational Department at the Islamic University of Indonesia.

3.3 Data Collecting Techniques

This sub-chapter explores data collecting techniques which are instrument, validity, and reliability.

3.3.1 Instrument

The knowledge obtained from pre-service teachers could be considered objective, valid, certain, and accurate. This claim is supported by the fact that pre-service teacher experience is an existing reality; a reality that they want to express to offer a perspective of situations where pre-service teachers often find themselves and thus provide insights on how they understand their experiences. According to Klerk et al. (2012), described approaches using quantitative research methods are considered acceptable because they contain objective external strategies suited to testing the research participants' objective perceptions of their experiences. The real-life perceptions of pre-service teachers are therefore captured regarding autonomy in the teaching of transformation. A questionnaire

including 21 structured questions was used to obtain the data, based on the autonomy of pre-service teachers to teach for transformation. The questionnaire with 4 biographical information and 21 questions related to the study topic.

Table3. 1 Distribution of Questionnaire Item

Items	Statement	Factor
EMO-1	Menunjukkan emosi adalah tanda kelemahan guru pra-ajar.	Emotion
EMO-2	Saya mampu menunjukkan emosi pribadi saya sebagai guru pra-ajar.	Emotion
EMO-3	Saya mudah beradaptasi dengan situasi mengajar yang tidak terduga yang bias terjadi didalam kelas.	Emotion
EMO-4	Hubungan antara siswa saya dan saya umumnya positif.	Emotion
MOTV-5	Saya memiliki kemampuan untuk memotivasi diri sendiri dan orang lain dengan empatik.	Motivation
MOTV-6	Saya dapat mengatasi tuntutan dan tekanan sehari-hari di sekolah dengan baik.	Motivation
MOTV-7	Sistem kepemimpinan sekolah menciptakan kondisi yang tepat bagi para guru pra-ajar untuk memotivasi dan memberdayakan diri mereka sendiri.	Motivation
MOTV-8	Sistem kepemimpinan sekolah membangun tingkat kepercayaan yang kuat di antara para guru pra-ajar di sekolah,	Motivation
MOTV-9	Saya termotivasi untuk membantu transformasi/perubahan di sekolah.	Motivation
CM-10	Saya terdorong untuk membawa personalitas saya, dan profesionalitas saya,	Classroom management
CM-11	Saya seringnya (membagikan) tanggung jawab bersama kepada murid selama pembelajaran.	Classroom management
CM-12	Saya diperkenankan untuk menggunakan kreativitas saya dalam pengajaran.	Classroom management
CM-13	Saya diizinkan memilih topic dan tema untuk	Classroom

	tujuan presentasi dan evaluasi.	management
CM-14	Saya menggunakan inisiatif saya sendiri ketika memutuskan metode pengajaran yang saya gunakan di dalam kelas saya.	Classroom management
CM-15	Saya dapat mengatasi semua hambatan (rintangan) terhadap otonomi saya di sekolah.	Classroom management
CM-16	Saya memiliki kebebasan untuk menerapkan prinsip-prinsip pendidikan yang demokratis di kelas saya.	Classroom management
TRA-17	Saya diizinkan berkontribusi/ambil andil untuk sekolah dimana itu sangat bermakna untuk saya.	Transformation
TRA-18	Saya dapat memilih sekolah yang saya inginkan untuk praktik mengajar.	Transformation
TRA-19	Guru pra-ajar diberdayakan untuk terlibat dalam kegiatan yang mempromosikan transformasi di sekolah,	Transformation
TRA-20	Saya dapat berlatih keterampilan kepemimpinan dalam mentransformasikan praktik kelas di sekolah.	Transformation
TRA-21	Sistem kepemimpinan transformasi tersebut membuat guru pra-ajar mencapai hasil yang mereka inginkan, daripada membatasi mereka.	Transformation

Structured items asked participants to provide quantitative responses by select the response item options of their choosing. It collected all the questionnaires for analysis. Autonomy in Teaching for Transformation Tool (ATT-scale) is composed of 21 items which consist of four points Likert scale, ranging from one (*Sangat tidak setuju*) to four (*Sangat setuju*). All the items have positives statements. The scale of the data used in this questionnaire is the Likert scale with scoring techniques as followed:

Table3. 2 The Score for Likert scale

Likert Scale	Score
<i>Sangat Setuju</i>	4
<i>Setuju</i>	3
<i>Tidak Setuju</i>	2
<i>Sangat Tidak Setuju</i>	1

For this study, the following data collection instrument was being designed and used. The researchers define the substantive considerations behind the development of the 21-item questionnaire were adapted by translating to Bahasa Indonesia before it was distributed and provide indicators of the proposed instrument's reliability and validity.

The questionnaire survey of Autonomy in Teaching for Transformation Tool can be administrated individually through an online Google form. The researcher shares the Google form's link to the participants to fill out the questionnaire. Meanwhile, participants fill the data themselves, first background information such as name, *NIM* (student number), gender, year batch, and what grades they teach. After that, they continued to fill in each questionnaire item.

3.3.2 Validity

The researcher used the validity test to ensure the validity of the Autonomy in Teaching for Transformation Tool questionnaire in the Indonesian context. Furthermore, the validity was determined by expert judgment analysis of the calculation of the validities of Autonomy in Teaching for Transformation Tool questionnaire that consist of 21 items are as follows:

Table3. 3 Validity test

Items	Pearson Correlation	R-Table (N=50)	Criteria
EMO-1	0.421	0.279	Valid
EMO-2	0.053	0.279	Not Valid
EMO-3	0.470	0.279	Valid
EMO-4	0.554	0.279	Valid
MOTV-5	0.546	0.279	Valid
MOTV-6	0.538	0.279	Valid
MOTV-7	0.345	0.279	Valid
MOTV-8	0.463	0.279	Valid
MOTV-9	0.604	0.279	Valid
CM-10	0.468	0.279	Valid
CM-11	0.419	0.279	Valid
CM-12	0.388	0.279	Valid
CM-13	0.519	0.279	Valid
CM-14	0.400	0.279	Valid
CM-15	0.598	0.279	Valid
CM-16	0.451	0.279	Valid
TRA-17	0.270	0.279	Not Valid
TRA-18	0.352	0.279	Valid
TRA-19	0.419	0.279	Valid
TRA-20	0.428	0.279	Valid
TRA-21	0.413	0.279	Valid

The validity decision is based on the value calculated (Pearson Correlation) > R-table of 0.279 (N=50). Thus, not all the questionnaire items are valid. There is two 'Not Valid' item at number EMO-2 and TRA-17.

3.3.3 Reliability

Cronbach's alpha coefficient statistical tool calculates the items in the questionnaire that show a measure of this item's internal consistency (Cohen et al. 2009). Furthermore, Starborn (2006) mentions that the Cronbach alpha is the correct test for assessing the internal consistency of a calculated 4-point Likert scale.

The reliability test was done using the Cronbach alpha coefficient. The validity score shows some 'Not Valid', the researcher decided to not put 'Not Valid' result on testing reliability. Based on the SPSS 25 output below, the Cronbach's alpha value is 0.797 of a total of 19 items. This indicates that the reliability score item is very high. This indicates that questionnaire items are reliable.

Table 3.4 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

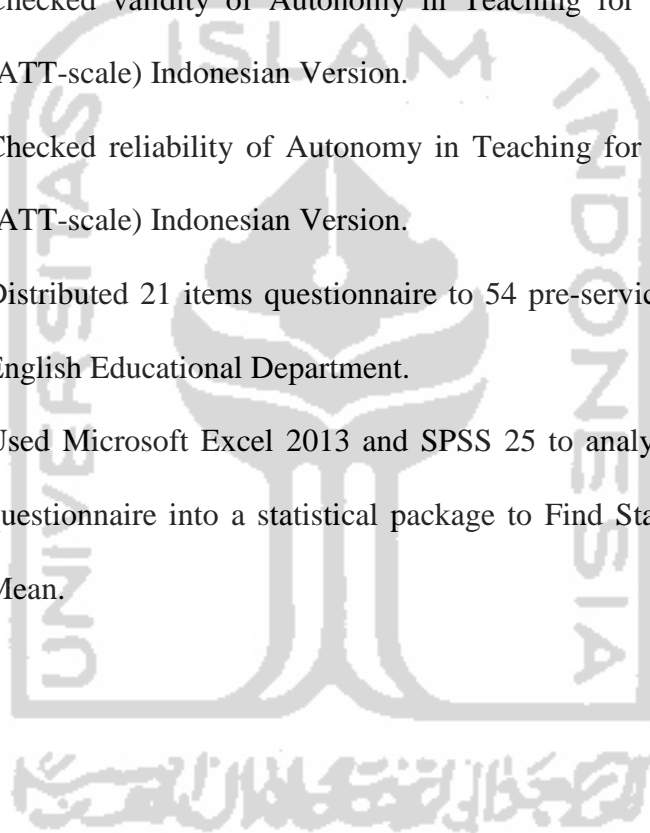
Reliability Statistics

Cronbach's Alpha	N of Items
.797	19

3.4 Data Analysis Techniques

The techniques of data analysis explain the data indicator and the research hypothesis test. The questionnaires used in this research consist of 21 items. Data processing techniques use Microsoft Excel 2013 and the computational calculation program of SPSS Statistic 25. Descriptive statistics were used to find out the percentages, frequencies, mean, and standard deviation of the variable. Then the result is presented in the form of a chart. The researcher took the same appropriate steps with this research:

- a. Reviewed the Autonomy in Teaching for Transformation Tool (ATT-scale).
- b. Adapted Autonomy in Teaching for Transformation Tool (ATT-scale) as the instrument and translated into *Bahasa Indonesia*.
- c. Checked the translated items.
- d. Checked validity of Autonomy in Teaching for Transformation Tool (ATT-scale) Indonesian Version.
- e. Checked reliability of Autonomy in Teaching for Transformation Tool (ATT-scale) Indonesian Version.
- f. Distributed 21 items questionnaire to 54 pre-service teacher students at English Educational Department.
- g. Used Microsoft Excel 2013 and SPSS 25 to analyze the data from the questionnaire into a statistical package to Find Standard Deviation and Mean.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the perception pre-service teachers' experiences in autonomy transformational teaching in English Educational Department year 2018/2019 at a private university.

4.1 Research Findings

The questionnaire consists of participants' personal information and the factors of autonomy transformational teaching. The data results of participants' information as followed:

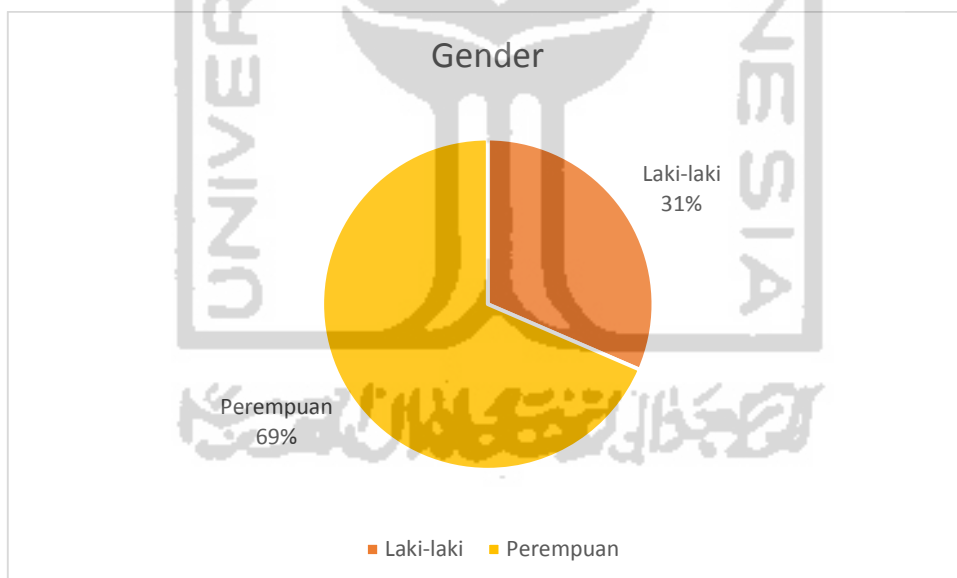


Figure 4. 1 Chart of Participants' Gender

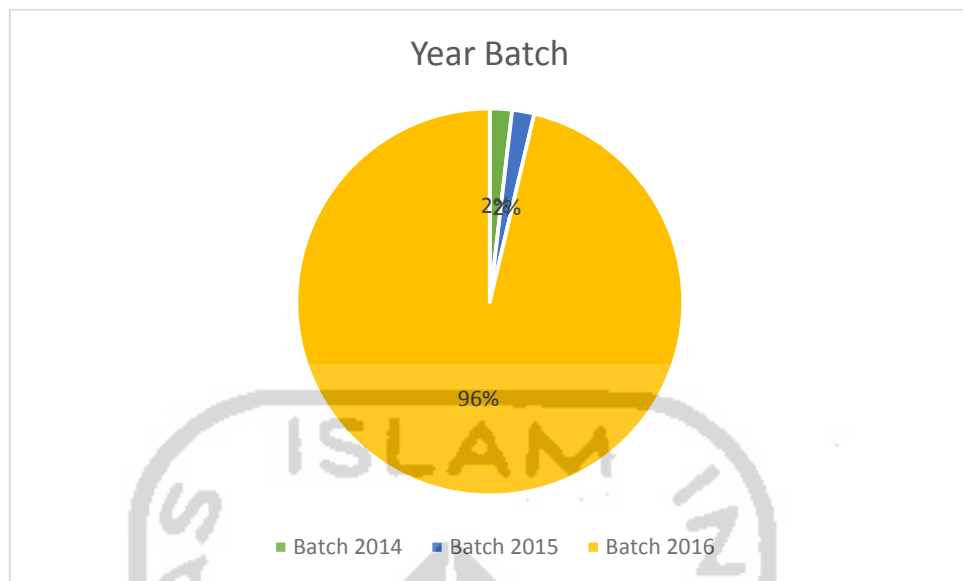


Figure 4. 2 Chart of Year Batch

Total participant were 54 students who completed the questionnaire. From Figure 4.1, the data result, participant dominated by the female with 37 participants or 69% of the total of participants and male with 17 participants or 17% from the total of participants. Figure 4.2 showed that most of the participants are from 2016-batch with 52 participants or 96% of the total participants. Meanwhile 1 participants or 2% from 2015-batch and 1 participant or 2% 2014-batch.

To answer the research question, a descriptive statistic was carried out to identify factors of autonomy transformative teaching experience of English Educational Department 2018/2019 at the Islamic University of Indonesia after took *PPL Sekolah*. The factor of Autonomy Transformative Teaching Experience is presented in Figure 4.3 below:

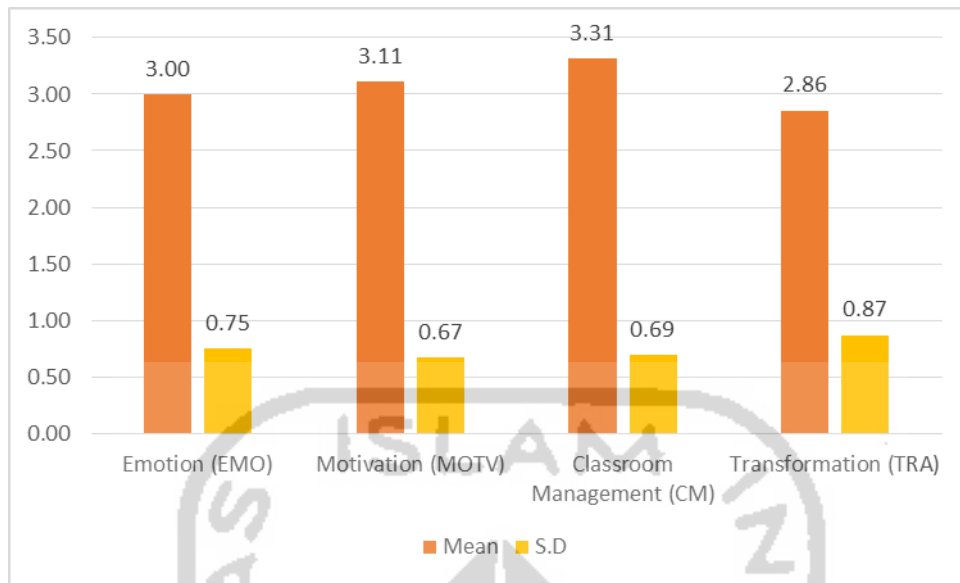


Figure 4. 3 Factors of Autonomy Transformative Teaching Experience

Based on the diagram above, the highest score is Classroom Management (CM) with the mean ($M=3.31$) and standard deviation ($SD=0.69$), followed by Motivation (MOTV) with the mean ($M=3.11$) and standard deviation ($SD=0.67$), and then Emotion (EMO) with the mean ($M=3.00$) and standard deviation ($SD=0.75$), and the lowest score is Transformation (TRA) with the mean ($M=2.86$) and standard deviation ($SD=0.87$). It indicates that Classroom Management as the most significant factors of autonomy transformative teaching experience.

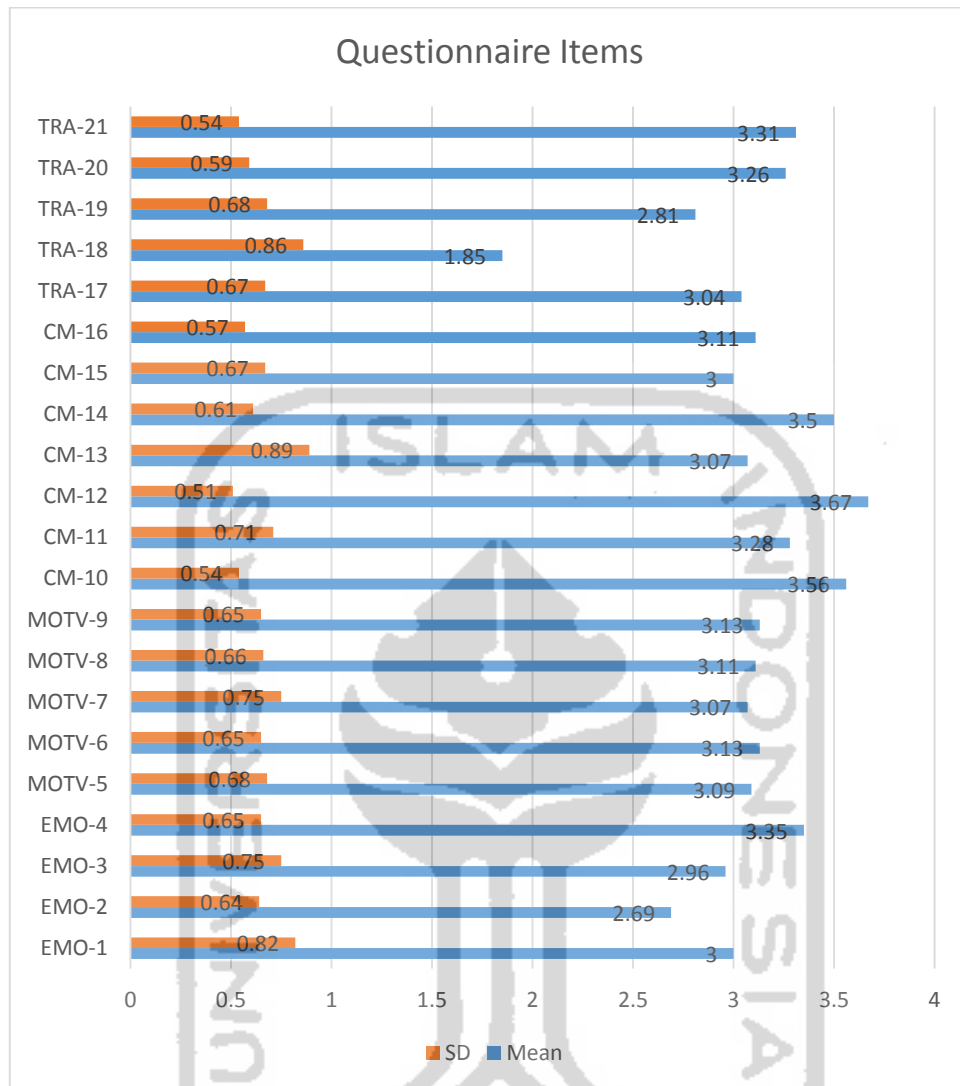


Figure 4. 4 Result of Each Item

According to the data above from 54 participants, the result shows the most affecting factor were found in item CM-12 (*Saya diperkenankan untuk menggunakan kreativitas saya dalam pengajaran.*) with mean ($M=3.67$) and standard deviation ($SD= 0.51$). Meanwhile the least affecting factor were found in item TRA-18 (*Saya dapat memilih sekolah yang saya inginkan untuk praktik mengajar.*) with mean ($M=1.85$) and standard deviation ($SD= 0.86$).

Furthermore, the items are analyzed for each factor. The first item analysis is Emotion, as presented in the figure below:

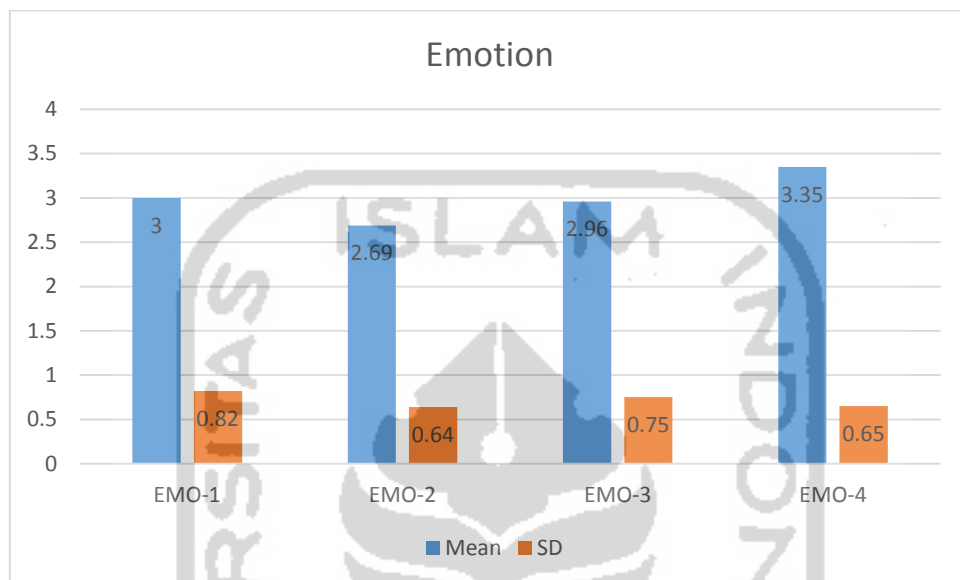


Figure 4. 5 Chart of Emotion Factor

Based on the chart above, the result for Emotion factor of Autonomy in teaching for transformation: the most affecting factor was found in item EMO-4 (*Hubungan antara siswa saya dan saya umumnya positif*) with the mean ($M=3.35$) and standard deviation ($SD= 0.65$). Meanwhile, the least affecting factor was found in item number EMO-2 (*Saya mampu menunjukkan emosi pribadi saya sebagai guru pra-ajar*) with the mean ($M= 2.69$) and standard deviation ($SD= 0.64$).

The second item analysis is motivation as presented below:

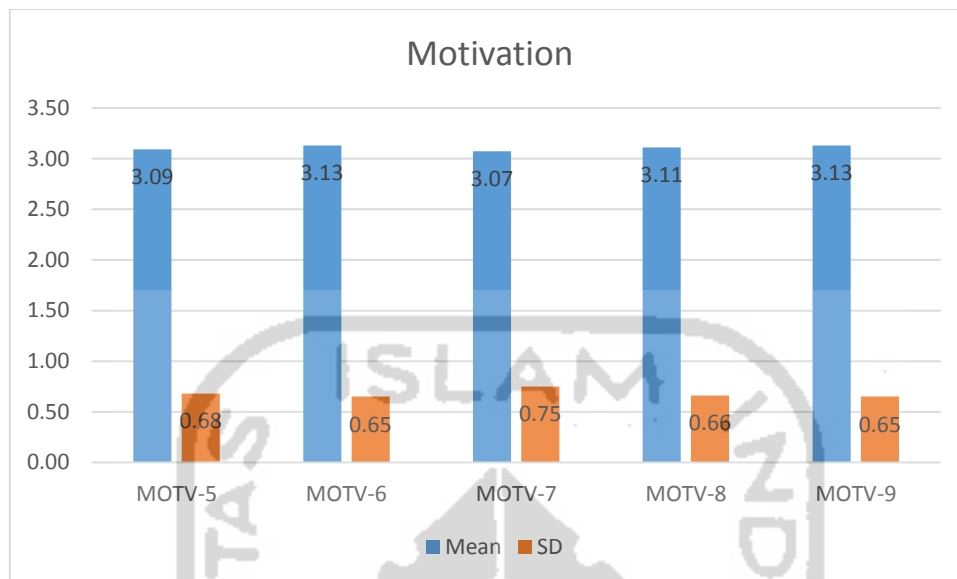


Figure 4. 6 Chart of Motivation Factor

Based on the chart above, the result for Motivation factor of Autonomy in teaching for transformation: there are two most affecting factor were found in item MOTV-6 (*Saya dapat mengatasi tuntutan dan tekanan sehari-hari di sekolah dengan baik*) with mean ($M=3.13$) and standard deviation ($SD= 0.65$), and MOTV-9 (*Saya termotivasi untuk membantu transformasi/perubahan di sekolah*) with mean ($M=3.13$) and standard deviation ($SD= 0.65$). Meanwhile the least affecting factor were found in item number MOTV-7 (*Sistem kepemimpinan sekolah menciptakan kondisi yang tepat bagi para guru pra-ajar untuk memotivasi dan memberdayakan diri mereka sendiri*) with mean ($M= 3.11$) and standard deviation ($SD= 0.66$).

The next item analysis is Classroom Management, as presented below:

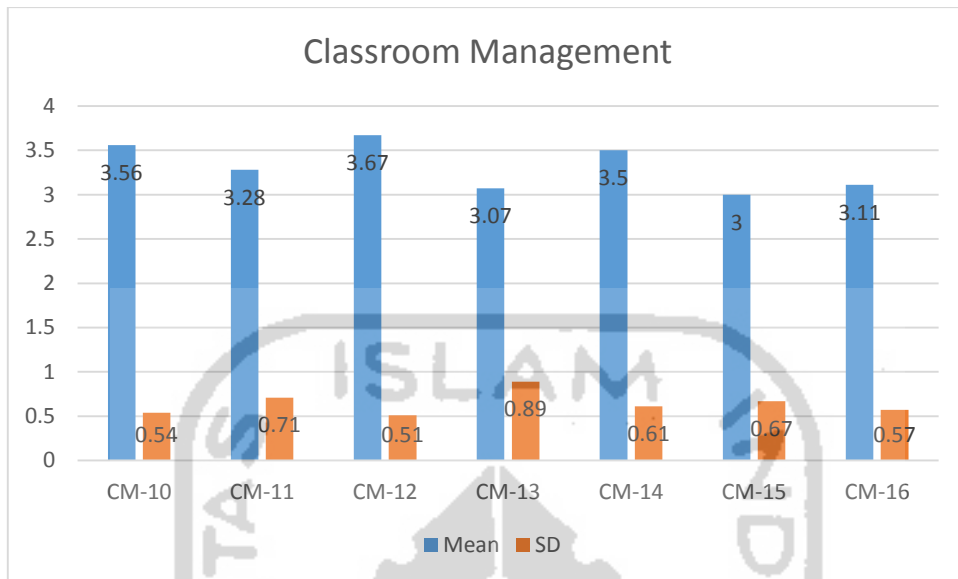


Figure 4. 7 Chart of Classroom Management Factor

Based on the chart above, the result for Classroom Management factor of Autonomy in teaching for transformation: the most affecting factor were found in item CM-12 (*Saya diperkenankan untuk menggunakan kreativitas saya dalam pengajaran.*) with mean ($M=3.67$) and standard deviation ($SD= 0.51$). Meanwhile the least affecting factor were found in item number CM-15 (*Saya dapat mengatasi semua hambatan (rintangan) terhadap otonomi saya di sekolah*) with mean ($M= 3.00$) and standard deviation ($SD= 0.67$).

Finally, the last item analysis is Transformation as presented in Figure 4.8:

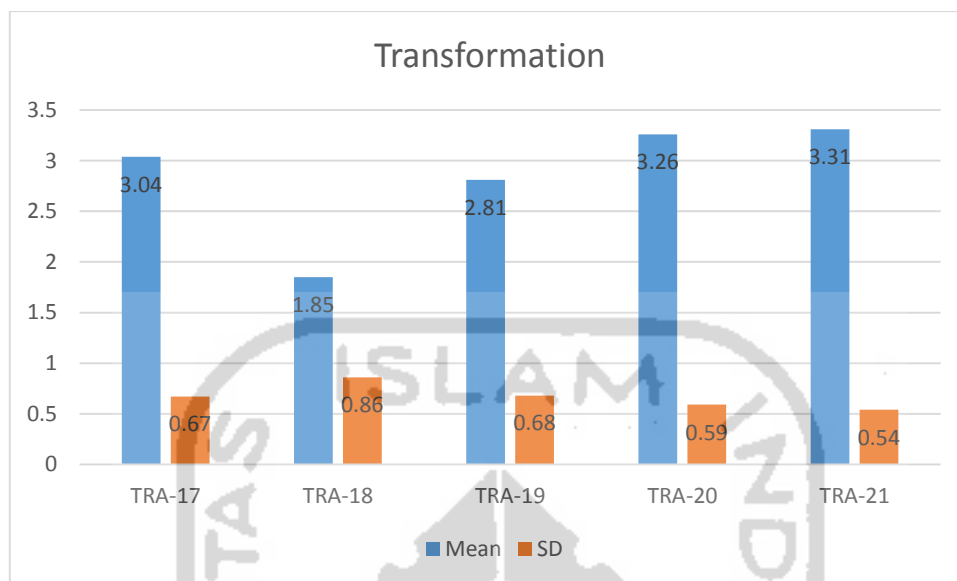


Figure 4. 8 Chart of Transformation Factor

Based on the chart above, the result for transformation factor of Autonomy in teaching for transformation: the most affecting factor were found in item TRA-21 (*Sistem kepemimpinan transformasi tersebut membuat guru pra-ajar mencapai hasil yang mereka inginkan, daripada membatasi mereka.*) with mean ($M=3.31$) and standard deviation ($SD= 0.54$). And the least affecting factor were found in item number TRA-18 (*Saya dapat memilih sekolah yang saya inginkan untuk praktik mengajar.*) with mean ($M= 1.85$) and standard deviation ($SD= 0.86$).

4.2 Discussions

In the present study, four factors of Autonomy in teaching for transformation are identified in the following order: the factor of Classroom Management (CM) was reported as the most affecting factors in autonomy in teaching for transformation, it is followed by Emotion (EMO) as the second of most affecting

factors, the third was Transformation (TRA) and Motivation (MOTV) were the least affecting factor.

In the present study, the most affecting factor and the highest mean score of Classroom Management is item CM-12 (*Saya diperkenankan untuk menggunakan kreativitas saya dalam pengajaran.*) with the mean ($M=3.67$) and standard deviation ($SD= 0.51$). It showed that the respondents can manage, sets, and control their classes and also using their creativity. Therefore, in the theories of classroom management, classroom management is a significant factor in English teaching and learning (Mirzaee and Rahimi, 2017). Besides, to support the learning process, media and other learning tools are also will be helpful to support their teaching-learning proficiency progress.

Next, the most affecting factor and the highest mean score of Emotion is item EMO-4 (*Hubungan antara siswa saya dan saya umumnya positif*) ($M=3.35$) and standard deviation ($SD= 0.65$). It shown that essentially as a pre-service teacher, managing personal, acknowledgment, emphasis, and facilitating the expression of ourselves and others to building relationships is the key to maintaining emotional intelligence. Being able to read others' emotions is a key component of students' understanding as well as being a key component of any self-regulation process as an individual (Stacey et al. 2004). It can be concluded that the respondents experience a positive relationship builds good synergies for their students themselves. The respondents were sure that what they felt while they in a real classroom situation is positive, that means student-teacher relationship happens here.

Next, the most affecting factor and the highest mean score of Transformation is item TRA-21 (*Sistem kepemimpinan transformasi tersebut membuat guru pra-ajar mencapai hasil yang mereka inginkan, daripada membatasi mereka.*) with the mean ($M=3.31$) and standard deviation ($SD= 0.54$). TRA-21 indicates demonstrates that these pre-service teachers will accurately experience 'real' autonomy in transformation teaching and experienced that process during their initial university teacher training. Referring to Bass (1990) Transformational leaders try to minimize mistakes proactively through ongoing anticipation and diagnosis, but when they do, they try to turn them into learning experiences rather than just punishing, or criticizing followers for making mistakes. It concluded that they had taught about be prepared to field experiences of teaching in the classroom situation.

Lastly, the most affecting factor and the highest of the mean score of Motivation is item MOTV-6 (*Saya dapat mengatasi tuntutan dan tekanan sehari-hari di sekolah dengan baik*) with the mean ($M=3.13$) and standard deviation ($SD= 0.65$) and MOTV-9 (*Saya termotivasi untuk membantu transformasi/perubahan di sekolah*) with mean ($M=3.13$) and standard deviation ($SD= 0.65$). The result showed that pre-service teachers personally believe motivation and encouragement are major factors of teaching and learning strategies for transformation teaching. Détienne (2006) talks about managing tasks in the workplace, saying that the actors or teams share the same goals in collaborative design and lead to achievement by applying their different perspectives. They do so with very strong direct obstacles to cooperation so that they can guarantee a solution to the problem. Design is a process of negotiation between disciplines. As pre-service, they already know that

the importance of having a sense of motivation to prepare to teach is very much a basic foundation of the successor of their teaching when in the classroom situation.



CHAPTER V

CONCLUSION

The following chapter concludes this report. A summary of the research is presented, and findings of the study are discussed and interpreted. The significance of this research in the immediate context of Klerk and the Autonomy Transformation in teaching is examined. Recommendations for further research end the chapter.

5.1 Conclusion

This thesis aimed at measuring the sampling adequacy of twenty-one items in the ATT-questionnaire by exploring pre-service teachers' views on autonomy in teaching for transformation during teaching practice. Four factors, emotions, classroom management, motivation, and transformation were extracted from the rotated matrix.

The highest score for this survey shown Classroom Management (CM) is the highest factor with the mean ($M=3.31$) and standard deviation ($SD=0.69$), followed by Motivation (MOTV) with the mean ($M=3.11$) and standard deviation ($SD=0.67$), and then Emotion (EMO) with the mean ($M=3.00$) and standard deviation ($SD=0.75$), and the lowest score is Transformation (TRA) with the mean ($M=2.86$) and standard deviation ($SD=0.87$). Based on the results with this study, the university-trained pre-service teachers work autonomously; they are aware of what autonomy implies, and are also teaching in this direction. This implies that the Faculty of English Education prepares students adequately through its initial teacher training programs.

5.2 Recommendation

The author recognizes and appreciates valuable and constructive comments on this text from critical readers. The author also recognizes modular students and research assistants, who volunteer in this study. Any opinions, discoveries, and conclusions expressed in this paper are the author's property and do not necessarily reflect the views of the School of Education, Faculty of Education, at a university in Indonesia.

The weakness of this research is negation happens in these research questions, so there are ambiguous from the respondents. And also there are some not valid questions item so that the measuring data items are not at the maximum result, yet still, reliability result is very high. It is also better to get the source of the survey results instead of one variable in the data collection technique. Lastly, lacks of researchers discuss these specific problems where autonomy transformational teaching is the main focus of it.

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APPENDIX I

QUESTIONNAIRE: PRE-SERVICE TEACHERS Exploring the Perceptions of Pre-Service Teachers' Experiences of Autonomy in Transformational Teaching

Instructions

1. Kindly complete the questionnaire on your own.
 2. Please mark your answers with an X or O in the appropriate block.
- Your participation is greatly appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

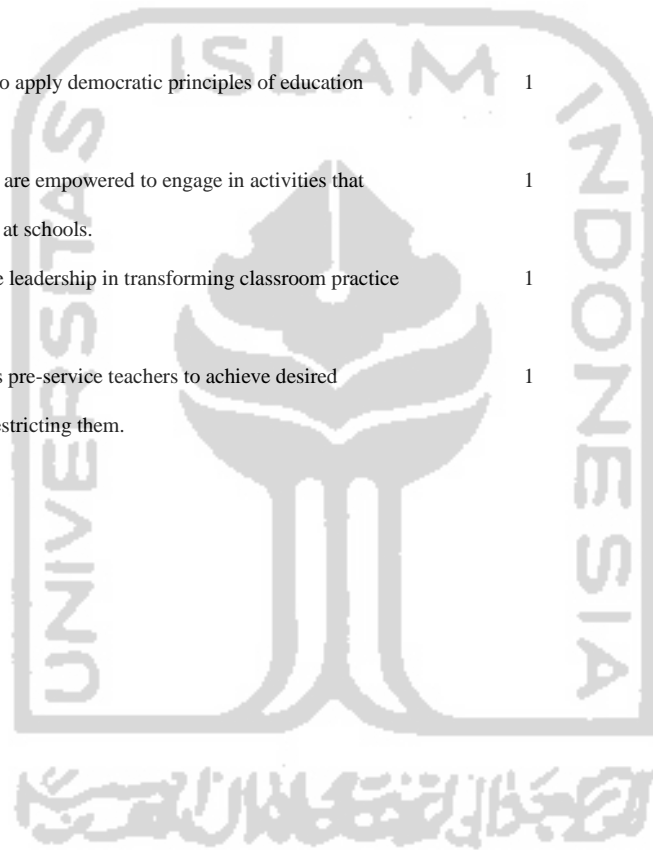
- | | | | | | |
|--------------------------------|---------|----------|--------|-------|-------|
| 1. Gender | Male | Female | | | |
| 2. Culture | African | Coloured | Indian | White | Other |
| 3. Course currently completing | B.Ed | PGCE | | | |
| 4. What grades do you teach? | _____ | | | | |

SECTION B: EMOTIONAL INTELLIGENCE, AUTONOMY, AND TRANSFORMATION

Indicate to what extent you agree/disagree with each of following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Expressing emotions is a sign of weakness.	1	2	3	4
6. I am able to express my personal emotions.	1	2	3	4
7. I easily adapt to unfamiliar and unpredictable circumstances.	1	2	3	4
8. I have the ability to motivate myself and others with empathy.	1	2	3	4
9. The relationship between my learners and me is generally positive.	1	2	3	4
10. I am able to cope successfully with daily demands and pressures at school.	1	2	3	4
11. The leadership of the schools creates the right conditions for pre-service teachers to motivate and empower themselves.	1	2	3	4
12. The leadership of the schools builds a strong level of trust among pre-service teachers in the school.	1	2	3	4
13. I am motivated to assist with transformation at the schools.	1	2	3	4
14. I am allowed to contribute to the school in ways which are meaningful to me.	1	2	3	4
15. I am encouraged to bring my personal as well as my professional self into the classroom.	1	2	3	4
16. I experience shared responsibility for learning that takes place in the classroom.	1	2	3	4

17. I am allowed to use my creativity in teaching my learners.	1	2	3	4
18. I have a choice to select the school (s) where I want to do practice teaching.	1	2	3	4
19. I am allowed to choose topics and themes for classroom presentation and evaluation purposes.	1	2	3	4
20. I use my own initiative when deciding on teaching methods to use in my classrooms.	1	2	3	4
21. I am able to manage any restraint placed on my autonomy at schools.	1	2	3	4
22. I have the freedom to apply democratic principles of education in my classrooms.	1	2	3	4
23. Pre-service teachers are empowered to engage in activities that promote transformation at schools.	1	2	3	4
24. I am able to exercise leadership in transforming classroom practice at schools.	1	2	3	4
25. The leadership leads pre-service teachers to achieve desired outcomes, rather than restricting them.	1	2	3	4



APPENDIX II

QUESTIONNAIRE: PRE-SERVICE TEACHERS Exploring the Perceptions of Pre-Service Teachers' Experiences of Autonomy in Transformational

DAFTAR PERTANYAAN: GURU PRA-AJAR Menjelajahi Persepsi Pengalaman Otonomi Guru Pra-Ajar dalam Transformasional Pengajaran

Instruksi

1. Silakan isi kuesioner sendiri.
2. Tandai jawaban Anda dengan tanda X atau O di blok yang sesuai.
Partisipasi Anda sangat dihargai.

Nama lengkap :

NIM :

Jenis Kelamin :

Tahun Angkatan :

Siswa kelas berapa yang anda ajar? (SMP/SMA/SMK) :

Factor 1: Emotions

Adapun keterangan kuesioner ini;

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

1. Menunjukkan emosi adalah tanda kelemahan guru pre-service *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

2. saya mampu menunjukkan emosi pribadi saya sebagai guru pre-service *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

3. Saya mudah beradaptasi dengan situasi mengajar yang tidak terduga yang bisa terjadi didalam kelas *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

4. Hubungan antara siswa saya dan saya umumnya positif *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

Factor 2: Motivation

Adapun keterangan kuesioner ini;

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

1. Saya memiliki kemampuan untuk memotivasi diri sendiri dan orang lain dengan cara empatik *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

2. Saya dapat mengatasi tuntutan dan tekanan sehari-hari di sekolah dengan baik. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

3. Sistem kepemimpinan sekolah menciptakan kondisi yang tepat bagi para guru pre-service untuk memotivasi dan memberdayakan diri mereka sendiri *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

4. Sistem kepemimpinan sekolah membangun tingkat kepercayaan yang kuat di antara para guru pre-service di sekolah. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

5. Saya termotivasi untuk membantu transformasi/perubahan di sekolah *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

Factor 3: Classroom Management

Adapun keterangan kuesioner ini;

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

1. Saya terdorong untuk membawa personaliti saya, dan profesionalitas saya kedalam kelas *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

2. Saya seringnya (membagikan) tanggung jawab bersama selama pembelajaran di kelas *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

3. Saya diperkenankan untuk menggunakan kreatifitas saya dalam pengajaran peserta didik *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

4. Saya diizinkan memilih topik dan tema untuk tujuan presentasi dan evaluasi di kelas. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

5. Saya menggunakan inisiatif saya sendiri ketika memutuskan metode pengajaran yang saya gunakan di dalam kelas saya. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

6. Saya dapat mengatasi semua hambatan (rintangan) terhadap otonomi saya di sekolah *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

7. Saya memiliki kebebasan untuk menerapkan prinsip-prinsip pendidikan yang demokratis di kelas saya. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

Factor 4: Transformation

Adapun keterangan kuesioner ini;

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

1. Saya diizinkan berkontribusi/ambil andil untuk sekolah dimana itu sangat bermakna untuk saya *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

2. Saya dapat memilih sekolah yang saya inginkan untuk praktik mengajar *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

3. Guru pre-service diberdayakan untuk terlibat dalam kegiatan yang mempromosikan transformasi di sekolah. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

4. Saya dapat berlatih keterampilan kepemimpinan dalam mentransformasikan praktik kelas di sekolah. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

5. Sistem kepemimpinan transformasi tersebut membuat para guru pre-service mencapai hasil yang mereka inginkan, daripada membatasi mereka. *

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Setuju, 4. Sangat Setuju.

