9. Arimuliani

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Maintaining Students' Performance through Exhibition: Reporting Project of English Instructional Technologies Course

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Abstract:
Pre-service teachers are expected to master content knowledge, pedagogical factor, communication skills, classroom management, critical thinking and problem-solving, collaboration and teamwork, reflective practice and technology integration. To achieve that target, teaching and learning process should be organized to facilitate activities that can improve their learning experiences. Exhibition can be implemented to provide valuable feedback and insights that can be used to improve future exhibitions or make informed decisions regarding the current one. Besides, this chance can also maximize to maintain students' performance in creative and engaging approach. This study aims to expose how the researcher manages an exhibition from students' project to enhance their performance in English Instructional Technology course. The results demonstrate that pre-service teachers had a moderately satisfactory amount of mentorship experience, with modeling and pedagogical knowledge receiving among the lowest mean scores.

Keywords: Students' performance, exhibition, project, Instructional Technology course

1. INTRODUCTION

One of the primary considerations in maintaining a country's educational quality is improving teacher training. Teacher education should emphasize and critically review areas that help pre-service teachers develop their personal and professional knowledge and skills about effective teaching and learning (Rajiani & Ismail, 2019). Pre-service teachers must be equipped with values, skills, and knowledge during their training in order to handle the changing trends in teaching and learning (Khatoony & Nezhadmehr, 2020; Omar et al., 2017; Kasriyati et al., 2023) .One of the most important aspects of teacher education that must be addressed to preparing and managing teaching and learning process (Hordern, 2019).

Pre-service teachers should acquire a range of abilities to become effective educators. These abilities can include content knowledge, pedagogical factor, communication skills, classroom management, critical thinking and problem-solving, collaboration and teamwork, reflective practice, and technology integration (Andriani, 2019; Naibaho, 2022). All aspects are integrated to increase the quality of the pre-service teachers.

Moreover, pre-service teachers should possess a deep understanding of the subject matter they will be teaching (Ali et al., 2018). They need to acquire a strong foundation in the content areas they will be responsible for, such as English language. Content knowledge enables teachers to provide accurate information, make connections across topics, and facilitate meaningful learning experiences for their students.

In addition, Pre-service teachers should develop pedagogical skills, which involve understanding how to effectively teach and facilitate learning. This includes knowledge of instructional strategies, assessment methods, classroom management techniques, and differentiation strategies. Pedagogical skills enable teachers to create engaging and supportive learning environments, address diverse student needs, and deliver effective instruction (Campbell & Brummett, 2007).

Effective communication is a fundamental ability for pre-service teachers. They should be able to clearly articulate ideas, instructions, and expectations to students, colleagues, and parents. Good communication skills also involve active listening, fostering positive relationships, and resolving conflicts (Coffey, 2010). Pre-service teachers need to communicate effectively to convey information, facilitate discussions, and provide feedback to students.

Next, Pre-service teachers should also develop effective classroom management skills. This involves creating a positive and well-organized learning environment, establishing routines and procedures, managing student behavior, and promoting a culture of respect and inclusivity(Hakwendenda & Njobvu, 2019). Strong classroom management skills ensure that instructional time is maximized, disruptions are minimized, and students feel safe and engaged in the learning process (Hamel & Jaasko-Fisher, 2011).

Then, Pre-service teachers should develop their own critical thinking and problem-solving abilities, as these skills are essential for promoting higher-order thinking in students. They need to analyze educational challenges, identify solutions, and adapt their teaching strategies accordingly. Critical thinking skills also enable pre-service teachers to evaluate educational research, instructional materials, and assessments to make informed decisions.

Teaching often involves working collaboratively with colleagues, administrators, and parents. Pre-service teachers should develop the ability to collaborate effectively, communicate and share ideas, and work as part of a team. Collaborative skills are essential for planning and implementing curriculum, engaging in professional development activities, and fostering partnerships with stakeholders to support student learning.

Then, Pre-service teachers should cultivate a habit of reflective practice, which involves critically examining their teaching practices, reflecting on successes and challenges, and making continuous improvements. Reflective teachers are open to feedback, engage in self-assessment, and seek opportunities for professional growth. Reflective practice allows pre-service teachers to refine their instructional approaches and make informed decisions to meet student needs.

In today's digital age, pre-service teachers should acquire the ability to integrate technology effectively into their teaching. They should be familiar with various digital tools, educational software, and online resources that can enhance instruction and support student learning. Technology integration skills enable pre-service teachers to create interactive lessons, engage students, and foster digital literacy.

These abilities are crucial for pre-service teachers to become competent and effective educators. Developing these skills will enable pre-service teachers to create meaningful learning experiences, engage students, and positively impact the classroom and beyond (Ismail & Albakri, 2012).

But, recently, few of students have good performance especially in public. These problems can be affected by inside and outside factors. Anxiety contributes pre-service teacher to avoid speaking English in public confidently.

To respond that issues, mentoring is needed in developing pre-service teachers' competence through collaborative project-based learning settings. It can be done in English Instructional Technologies course. Then, this research intends to investigate the phenomena which happen in Universitas Islam Riau which use exhibition to maintain students' performance in designing instructional material and utilize it in teaching small group of students.

Exhibition Assessment

Exhibition assessment refers to the evaluation and analysis of an exhibition or a display of artwork, artifacts, or other types of exhibits (Davidson, 2009). It involves assessing various aspects of the exhibition to determine its effectiveness, quality, and impact on the intended audience. The assessment aims to provide valuable feedback and insights that can be used to improve future exhibitions or make informed decisions regarding the current one. When conducting an exhibition assessment, several factors can be considered:

1. Content
   Evaluate the quality and relevance of the exhibits in relation to the exhibition's theme or purpose. Assess the accuracy, depth, and breadth of the information presented.
2. Presentation
   Assess how the exhibits are displayed, including the arrangement, lighting, labeling, and overall aesthetics. Consider the overall visual impact and whether it enhances the visitor's experience.
3. Interpretation
   Evaluate the effectiveness of interpretive materials such as text panels, audio guides, or interactive elements. Determine if they provide clear and engaging information that helps visitors understand and appreciate the exhibits.
4. Audience Engagement
   Assess the level of visitor engagement and interaction with the exhibition. This can include observing visitor behavior, conducting surveys or interviews, and analyzing visitor feedback or comments.
5. Accessibility
   Evaluate the exhibition's accessibility for all visitors, including individuals with disabilities. Consider factors such as physical access, alternative formats for information, and accommodations for diverse needs.
6. Educational Value
   Assess the educational value of the exhibition, including its ability to convey knowledge, inspire curiosity, and stimulate learning. Consider if the exhibition meets the needs and interests of its target audience.
7. Impact
   Evaluate the overall impact of the exhibition, both in terms of its immediate effect on visitors and any long-term outcomes. This can include assessing changes in knowledge, attitudes, or behaviors resulting from the exhibition.
8. Logistics and Operations: Assess the logistical aspects of the exhibition, such as ticketing, crowd management, and overall visitor experience. Consider factors that contribute to a smooth and enjoyable visit.

Exhibition assessment methods can vary depending on the specific goals and resources available. They may involve visitor surveys, interviews, observation, focus groups, expert evaluations, or a combination of these approaches. The findings from the assessment can

help identify strengths and weaknesses, guide decision-making, and inform future exhibition planning and development.

Students' Speaking Performance

Assessing students' speaking performance involves evaluating their abilities to effectively communicate orally, express ideas, and engage in conversations or presentations (Andriani et al., 2021). Here are some key aspects to consider when assessing students' speaking performance such fluency, pronunciation, vocabulary, grammar, content and organization, communication strategies, Listening and responding, non-verbal communication, and confidence and engagement.

When assessing students' speaking performance, it is essential to provide constructive feedback that highlights both strengths and areas for improvement. Additionally, consider using rubrics or assessment criteria that align with the learning objectives and expectations for the specific speaking task or assignment.

Maintaining Students' Performance through Exhibition

Using exhibitions as a means to maintain students' performance can be a creative and engaging approach (Yuliatuty, 2013). There are some strategies to help achieve this goal:

1. Clear Learning Objectives
   Set clear learning objectives for the exhibition that align with the curriculum or specific learning outcomes. Clearly communicate these objectives to the students, so they understand the purpose and expectations.
2. Student Involvement
   Involve students in the planning and preparation of the exhibition. Allow them to contribute ideas, select topics, and participate in the design and organization process. This promotes ownership and motivation.
3. Research and Inquiry
   Encourage students to conduct in-depth research and inquiry on their chosen topics. Provide guidance and resources to support their investigations. This helps develop critical thinking and problem-solving skills.
4. Project-Based Learning
   Structure the exhibition as a project-based learning experience. Students can create exhibits, presentations, or demonstrations that showcase their knowledge and skills. This hands-on approach promotes active learning and deeper understanding.
5. Collaboration and Teamwork
   Encourage students to collaborate with their peers on certain aspects of the exhibition. They can work together on research, design, or presentation components. Collaboration fosters communication, teamwork, and shared responsibility.
6. Presentation Skills
   Provide opportunities for students to practice and refine their presentation skills. Offer guidance on effective communication, public speaking, and visual aids. Conduct rehearsals or mock presentations to build confidence.
7. Self-Reflection
   Incorporate self-reflection activities throughout the exhibition process. Encourage students to assess their own progress, identify strengths, and set goals for improvement. Reflection enhances metacognitive skills and self-directed learning.
8. Peer Assessment

Include peer assessment components where students evaluate each other's work. This can be done through structured feedback forms or rubrics. Peer assessment promotes accountability, critical evaluation, and constructive feedback.

9. Visitor Engagement
   Design the exhibition to engage visitors, such as parents, other students, or community members. Encourage students to interact with visitors, explain their exhibits, and answer questions. This enhances communication skills and boosts confidence.
10. Celebrate Achievements
    Celebrate the students' achievements and acknowledge their efforts. Recognize outstanding exhibits, presentations, or collaborative work. This fosters a sense of accomplishment and motivates students to maintain their performance.
11. Reflection and Evaluation
    After the exhibition, facilitate a reflection and evaluation session with students. Discuss their experiences, what they learned, and areas for improvement. Use their feedback to refine future exhibitions and learning opportunities.

By incorporating these strategies, exhibitions can serve as a platform to maintain and enhance students' performance, promoting active learning, collaboration, and communication skills (Sumiyati et al., 2019).

2. METHOD

The quantitative research design was used in this investigation. 56 pre-service English language teachers provided data for the study. A practi sampling technique was employed to choose the participants. The participants, who were in their last year of the Teaching English as a Second Language (TESL) degree program, were 43 females and 13 males. The completion of a 14-week practicum in specific secondary schools in Malaysia was a prerequisite for the partici ts to earn their degree. Mentors were chosen by the individual schools and assigned to the pre-service teachers.

The study's data was gathered by a questionnaire survey named Mentoring Perception of Student Teachers (MPST), which was modified from Hu on (2004), instrument and concentrated on the five aspects mentioned in Hudson (2004) five-factor mentoring model. Five-factor mentorship model, which consists of modeling, feedback, pedagogical knowledge, system needs, and personal characteris s. There are 44 items on the questionnaire, and the Likert scale with five points was employed.

Descriptive statistics, such as mean, standard deviation, percentage, and frequency, were used to analyze the data from this study. In this study, a moderately satisfactory level was indicated by scores on a 5-point scale between 3.00 and 4.00, while a high satisfactory level was indicated by scores between 4.00 and 5.00 on the same questionnaire. Based on the broad guideline offered by Nugent et al. (2001), the range shown is based on the idea that scores can be seen as a continuum of magnitude, with higher scores denoting more magnitude and lower scores denoting lower magnitude.

3. NDINGS AND DISCUSSION

Based on he five-factor mentoring model developed by Hudson (2004)—which emphasizes pedagogical knowledge, system requirements, modeling, feedback, and personal attributes—the challenges that pre-service teachers encounter throughout their mentoring practice were explored. The pre-service teachers' mean scores and percentage of completed replies were noted, and statements with mean scores below 4.0 were given

special consideration as they suggest a moderately to lowly satisfactory level of mentorship experience.

Table 1. *The Mean Score of Five Factors*

No	Item	Mean	SD
1	Personal attributes	04.16	0,94
2	System requirements	3,86	0,95
3	Pedagogical knowledge	3,82	1,04
4	Modelling	3,76	1,05
5	Feedback	4,28	0,90

The study's five mentorship criteria are shown by mean scores in Table 1. With a mean score of 4.28, feedback earned the highest rating, followed by personal traits at 4.16. The system requirements come next, with a mean score of 3.86. The two criteria with the lowest mean scores were modeling (3.76) and pedagogical knowledge (3.82). Three factors—the system requirements, instructional understanding, and modeling—ostensibly had mean scores lower than 4.0. The information demonstrates that in order to develop the mentorship program, focus must be placed on these three areas.

The study's data indicates that the modelling category had the lowest mean scores. It appears that the mentorship program did not place much emphasis on modelling excellent lessons, which suggests that most mentors do not show pre-service teachers how to present effective lessons. According to earlier research, mentors ought to serve as role models for aspiring teachers (Ambrosetti & Dekkers, 2010; Darling-Hammond et al., 2017). In order for pre-service teachers to perceive clearly excellent teaching practices, it is crucial that the mentor in an effective mentoring program models effective instructional practices (Darling-Hammond et al., 2017; Hudson & Hudson, 2018). The undervaluation of modelling is related to a problem mentors in Malaysia encountered, which was improperly organized training for mentors supervising pre-service teachers and mentoring model (Vikaraman et al., 2017; Sathappan & Gurusamy, 2019)

Aside from that, this study's level of instructional expertise was moderately satisfactory. The statistic presented under "Modeling good lessons" is supported by the observation made by nearly 50% of pre-service teachers that their mentors did not share any good lessons. The pedagogical knowledge factor findings also showed a moderately good level of assistance for new instructional tactics, lesson plan revision, questioning techniques, learning evaluation, and teaching material selection. According to Ambrosetti et al., (2017) and Darling-Hammond et al., (2017), there is no doubt that the items with a moderately satisfactory level under pedagogical knowledge are crucial for enhancing pre-service teachers' abilities and comprehension of context-based teaching and learning. According to Ambrosetti & Dekkers (2010), providing pedagogical input is one of the most crucial ways to support pre-service teachers' professional development.

The statistics indicated a moderately adequate degree of knowledge and guidance on school regulations, routines, and norms given to pre-service teachers. According to the data, many pre-service teachers did not receive comprehensive training on the system requirements in the context of schools. According to earlier research by Ambrosetti & Dekkers, (2010); Bird & Hudson, 2015; Hudson & Hudson, (2018), mentors must explain

the school's policies, curriculum, and organization to pre-service teachers in order to help them comprehend the school's culture and develop lesson plans.

Results on the mentor's personal qualities likewise revealed a mediocrely good degree of emotional support, direction, and encouragement. According to earlier research on mentors' personal characteristics during practicum, mentors should possess several essential traits, including being eager to listen, supportive, and encouraging (Ambrosetti et al., 2017; Darling-Hammond et al., 2017; Hudson & Hudson, 2018), these essential qualities support mentors in building a solid and fruitful rapport with pre-service teachers. According to studies by Bird & Hudson, (2015); Darling-Hammond et al., (2017), pre-service teachers who do not receive emotional support from their mentors have lower teaching confidence and higher levels of anxiety in the classroom. The study's data also revealed that some mentors were difficult to get in touch with and that some pre-service teachers did not communicate with them on a regular basis. This is related to a problem that mentors in Malaysia have brought up, which is their overwhelming workload and the conflicts that arise in their mentoring relationships with pre-service teachers (Vikaraman et al., 2017; Thappan & Gurusamy, 2019). A significant influence on the quality of the mentoring practice may come from a lack of communication between pre-service teachers and mentors.

Finally, the feedback data demonstrated that every pre-service teacher had gotten pertinent comments from their mentor teacher. One of the most important components of a mentoring program has been feedback, and the data shows that mentors prioritized providing feedback in their mentoring practices.

4. CONCLUSION

The results of this study show that pre-service teachers thought their practicum mentorship was satisfactory. Nonetheless, a few of the mentoring practice's components had poor mean scores, indicating that they need improvement, especially in terms of modeling and pedagogical expertise. These two elements are critical to mentoring practice and have a significant impact on a program's quality. The results also showed that, because pre-service teachers enter schools with limited familiarity with the administration, school culture, and rules, system requirements must be taken into consideration in the mentoring practice. Mentors must help pre-service teachers comprehend the intricate organizational circumstances that affect teaching and learning in the classroom.

The study's findings undoubtedly shed light on the mentorship program that schools implement under the direction of teacher preparation centers. Nonetheless, a group of pre-service teachers from a single teacher training facility who were assigned to multiple secondary schools in Malaysia participated in this study. As a result, it was not possible to extrapolate from the data to describe the opinions and experiences of all pre-service teachers. There were a few mentors involved in the study as well. As such, the results are restricted to the study's subjects and setting. Future research may investigate the ways in which mentors conceptualize and implement mentoring practices. Research examining the experiences of mentors and pre-service teachers, as well as contrasting the converging and diverging elements, have to be carried out in order to comprehend their thinking regarding mentoring practice.

All teachers who are interested in raising the caliber of upcoming educators will, in general, considerably benefit from the study's conclusions. In order to enhance their personal mentoring practices, mentor teachers might find this insightful information helpful. The results of the study also show that mentor instructors require direction and

instruction in mentoring pre-service teachers. Teachers who have been chosen to be mentors must receive structured training in mentoring. They must be aware of their responsibilities and receive training on how to mentor the pre-service teachers and impart knowledge. Considering that the more seasoned educators possess knowledge of pedagogy, classroom administration, and school administration.

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