

## THE SIGNIFICANCE OF SCHOOL-BASED EXPERIENCE FOR EFFECTIVE TEACHING AND LEARNING IN SCHOOLS: A SYSTEMATIC LITERATURE REVIEW

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**Abstract :**

*This research focuses on improving teacher preparation of students through school-based experiences enhanced by simulation technology and virtual reality. This study aims to understand the impact of the integration of the latest technology in teacher education on their readiness to face new challenges and trends in the growing world of education. This research method uses a systematic literature review to investigate the role and challenges of school-based experiences in student teacher preparation in South Africa. From 265 articles examined in the Scopus database, 13 relevant articles were selected. The results suggest that professional dialogue between student teachers, mentors, and other stakeholders plays a key role in professional development. However, challenges such as lack of time for feedback from mentors and teachers, as well as lack of mentoring, were also identified. The research confirms the importance of school-based experiences in preparing student teachers for the realities of the teaching profession, but also highlights the need to overcome the barriers that stand in the way of such experiences. The implications of this study emphasise the need to enhance mentoring, feedback and professional dialogue in school-based experiences to ensure optimal preparation of student teachers in South Africa.*

**Abstrak:**

*Penelitian ini berfokus pada peningkatan persiapan guru bagi siswa melalui pengalaman berbasis sekolah yang ditingkatkan dengan teknologi simulasi dan realitas virtual. Penelitian ini bertujuan untuk memahami dampak integrasi teknologi terkini dalam pendidikan guru terhadap kesiapan mereka menghadapi tantangan dan tren baru di dunia pendidikan yang semakin berkembang. Metode penelitian ini menggunakan tinjauan literatur sistematis untuk menyelidiki peran dan tantangan pengalaman berbasis sekolah dalam persiapan siswa menjadi guru di Afrika Selatan. Dari 265 artikel yang diperiksa di database Scopus, terpilih 13 artikel relevan. Hasilnya menunjukkan bahwa dialog profesional antara mahasiswa guru, mentor, dan pemangku kepentingan lainnya memainkan peran kunci dalam*

*pengembangan profesional. Namun, tantangan seperti kurangnya waktu untuk mendapatkan umpan balik dari mentor dan guru, serta kurangnya pendampingan, juga teridentifikasi. Penelitian ini menegaskan pentingnya pengalaman berbasis sekolah dalam mempersiapkan siswa guru menghadapi realitas profesi guru, namun juga menyoroti perlunya mengatasi hambatan yang menghalangi pengalaman tersebut. Implikasi dari penelitian ini menekankan perlunya meningkatkan pendampingan, umpan balik dan dialog profesional dalam pengalaman berbasis sekolah untuk memastikan persiapan yang optimal bagi siswa guru di Afrika Selatan.*

## INTRODUCTION

School Based Experience, known as teacher preservice training, teaching practice, or work-integrated learning, is an important component of student teacher training and professional development in South Africa (Rusznyak & Bertram, 2021). Student teachers are required to spend a certain amount of time in a particular school to be mentored and learn about the teaching profession from other teachers (Walters et al., 2020; Goldhaber et al., 2020; Diana, 2023). According to the Minimum Requirements for Teacher Education Qualifications (MRTEQ) policy, early student teachers are expected to spend at least eight to twelve weeks in officially supervised and assessed school-based practice (DHET, 2011). The school-based experience derives its essence from the Minimum Requirements for Teacher Education Qualifications (MRTEQ) policy. MRTEQ provides the framework within which teacher training programs should operate. According to MRTEQ's policy, SBE is considered an effective approach to developing student teachers by creating opportunities for students to actively engage in authentic environments relevant to their professional development. Student participation in SBE enables student teachers to apply the theory, knowledge, and skills they have acquired in school and classroom settings (Mascarenhas et al., 2021; Wijaya & Khoir, 2022; Chuanchen, 2023).

According to MRTEQ policy, SBE is mandatory for initial teacher training programs which include Bachelor of Education (BED) and Graduate Certificate in Education (Letloenyane & Jita, 2021). During this period, student teachers are supposed to be assigned to appropriate schools to observe their mentors, prepare, and facilitate teaching and learning in the school (Ersin & Atay, 2021; Humaira & Rachmadtullah, 2021; Maulidah et al., 2023). During this SBE period, the policy envisions that supervisors and instructors regularly visit, assess and provide constructive feedback to student teachers. Research has shown that SBE is essential for the professional development of student teachers. According to Hapsari and Ena (2019), SBE provides pre-service teachers with real-world experience in school, which enhances their professional growth. Thus, through SBE, student teachers are exposed to valuable opportunities to learn relevant skills about education, and improve their ability to teach, assess and evaluate student learning (Alonso-Garcia et al., 2019).

However, research has shown that the success of SBE implementation does not depend solely on student teachers. For example, Uygun and Akinci (2020) found that the success of SBE programs depends on the school environment, provision of support, mentor and mentee relationships and other

factors that support student teachers. Similarly Naujokaitienė and Tamoliune (2020) conclude that No matter how developed the school curriculum, technology, school environment, and level of practical skills and knowledge that student teachers acquire, they will not be able to gain the experience they need to excel if they are not properly guided and trained.

According to Aglazor (2017), in order for student teachers to be properly trained and equipped for schools and the teaching profession in the real world, SBE must be anchored in the belief that prospective teachers need to be well informed and understand their roles and responsibilities in schools and as professional teachers. Furthermore, student teachers need to be adequately prepared for the classroom by providing sufficient teaching time, mentoring, and coaching by experienced educators during the teaching practice period (Kiggundu & Nayimuli, 2019).

The effectiveness of SBE and how it is used to prepare new student teachers for teaching and learning in schools is a major concern for stakeholders in education. As the country's education and education systems strive to improve the quality of teaching and learning in schools, it becomes important to explore and understand the importance of school-based experiences in preparing student teachers for real-world teaching practices. The school-based experience, born out of the national MRTEQ policy, is to provide practical experience to student teachers, to practice in a real school environment, and to be guided and interact with experienced colleagues.

However, it has been observed that there are various challenges that hinder the effectiveness of implementing SBE in preparing student teachers for teaching and learning in schools. Some of the challenges of concern include the implementation of SBE, limited school visits from assessors, lack of resources in schools to support student teachers, socioeconomic challenges, and poor relationships between mentors and mentees. These challenges adversely affect the readiness of student teachers to be effectively prepared as professional teachers.

In South Africa, the implementation of teaching practices by universities continues to be a major challenge, with improving teaching and learning practices in schools a concern. According to this study, student teachers are not getting adequate support to be ready for real-world teaching and learning challenges in schools and their professional growth. While there is a significant amount of research being conducted to improve teaching practices in the country, there is still a need to explore how the implementation of SBE can be implemented to adequately prepare student teachers to facilitate effective teaching and learning in schools.

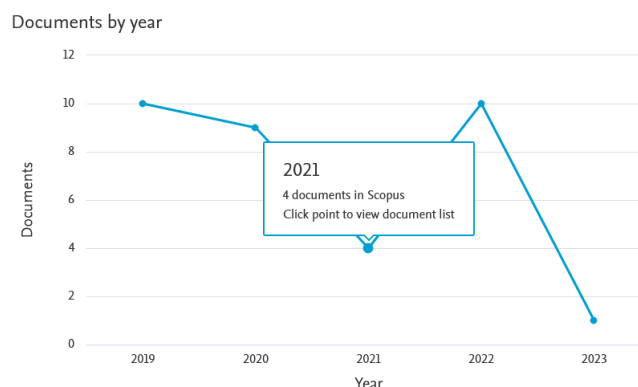
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The novelty of this research lies in a deeper focus on implementing School Based Experiences (ABEs) as an integral part of teacher pre-service training in South Africa. This research not only explores the role of SBE in preparing student teachers for teaching practice in schools, but also seeks a better understanding of how SBE can be used effectively to address challenges faced by student teachers in teaching and learning in the real world. With a focus on developing the practical skills and fundamental knowledge required to become qualified teachers, this research enriches the understanding of SBE's role in the formation of student teacher professionalism and improving the quality of education in South Africa.

## RESEARCH METHODS

The type of research conducted was a systematic review, which examined published articles related to school-based experiences in the context of student teacher preparation for teaching practice in schools. This study uses a concept-centric approach that emphasizes on a specific topic, namely the importance of school-based experiences in preparing student teachers. To select relevant literature, the study used the Scopus database and applied certain criteria to filter articles accordingly. Content analysis techniques are used to carefully analyze selected articles. The study examined 13 articles published between 2019 and 2023, and applied a systematic approach to understanding trends in teaching practices and conceptualizing school-based experiences in the context of teacher training. Thus, this research enriches the understanding of the role of SBE in shaping the professionalism of student teachers and improving the quality of education in South Africa (Granic & Marangunic, 2019).



**Figure 1. Issue of The Year of Scopus**

The data collection technique used is the search and selection of articles from the Scopus research database. Researchers conducted searches using keywords relevant to the research focus, such as "teaching practice", "teacher training", "teacher education", "school-based experience", "mentoring", and "professional development". Then, articles that fit the inclusion criteria are selected based on the year of publication (2019-2023), document type (journal article), field of study (social sciences and psychology), language (English), and publication stage (final). After that, the selected articles are analyzed using content analysis techniques to understand and compile findings relevant to the research topic. This technique allows researchers to systematically identify, categorize, and analyze information found in selected articles, thereby gaining deep insight into the importance of school-based experiences in preparing student teachers for teaching practice in schools (Elo, Kanste, & Kyngas, 2018; Acharya, 2022).

In this study, the data analysis technique used was content analysis. This technique is used to analyze selected articles from the Scopus database (Kleinheksel et al., 2020). The analysis process begins with thoroughly reading each selected article to identify information relevant to the research topic, such as the importance of school-based experiences in preparing student teachers for in-school teaching. Furthermore, the information found from each article is grouped and categorized based on themes or concepts that appear repeatedly. The collected data is then analyzed systematically to identify emerging patterns or trends, as well as to develop a deeper understanding of the research topic. Through this content analysis technique, researchers can compile relevant findings from selected articles and gain more comprehensive insights into the importance of school-based experiences in the context of student teacher preparation for teaching practice in schools.

## FINDINGS AND DISCUSSION

Different findings emerge from a systematic review of relevant and related literature on the importance of school-based experiences in preparing student teachers for school teaching. These results highlight the value of experience in school while also demonstrating the extent to which students have adequate preparation for the teaching profession and teaching and learning in educational settings. The benefits of school-based experiences, the difficulty of school-based experiences, and factors contributing to the preparation of student teachers for secondary school teaching and learning have been the focus of a systematic review of the literature.

**Table 1. Literature Findings**

<b>Author (Date)</b>	<b>Subject</b>
Lt., T.G., Manwa, L. (2019)	Teacher education
Squires, V., Walker, K., Spurr, S. (2022)	Survey of pre-service teachers in undergraduate education programs
Witt, M., Lewis, F., Ksatria, B. (2022)	Pre-service teachers
Kelly, N., Wright, N., Dawes, L., Kerr, J., Robertson, A. (2019)	Teacher education

<b>Challenges Affecting Students during the SBE Program</b>	
Hobson, A.J., van Nieuwerburgh, CJ (2022)	Accompaniment and construction in the field of education
Shanks, R., Attard Tona, M., K. Røjegaard, F., Annette Paske, K., Robson, D., Bjerkholt, A. (2022)	Guru baru
Windsor, S., Kriewaldt, J., Nash, M., Lilja, A., Thornton, J. (2022)	Pre-service teachers and mentors
Jerome, L., Brook, V. (2020)	Teacher training mentor
<b>Challenges Affecting Students during the SBE Program</b>	
Larios, RJ, Zetlin, A. (2023)	Focus groups and surveys completed by 74 participants
Peiser, G., Pratt, A., Putwain, D. (2022)	Student teachers
Blackmore, K. (2019)	Co-coaching guru sains
Attic house, R.	Professional development in education
Milton, E., Daly, C., Langdon, F., Palmer, M., Jones, K., Davies, AJ (2023)	Guru baru
<b>Improve implementation of school-based experiences</b>	
Athanasos, S, Sanchez, SL, Martin, LM (2020)	Pre-service teachers
van Nieuwerburgh, C., Barr, M., Munro, C., Siang, H., Arifin, D.v(2023)	Principal
Walshe, no., Sopir, P. (2019)	Teacher training and teacher education

### **The Importance of School-Based Experiences**

School-based experiences are considered important because they expose student teachers to the realities of the field that help change the views and perceptions of student teachers. The findings reveal that there are a variety of factors that play a role in influencing teachers' perceptions of education and the teaching profession, which are critical to their professional development and growth. These factors include the socio-cultural atmosphere of the school, supervision, guidance, and coaching. According to Mukeredzi and Mandrona (2018), it is a requirement for student teachers to be in the teaching field for professional training and experience. During this period, student teachers are expected to work with experienced teachers who perform the roles of mentor, coach and supervisor. SBE allows student teachers to engage with faculty, students, and the school community. In contrast to abstract knowledge learned in class, it helps students to understand the profession of the teacher and the realities of the field.

According to the findings, exposing student teachers to real-world situations facilitates the formation of solid personal epistemologies and epistemic emotions, solid professional practices, and a clear understanding of how to take care of themselves while working in the field and pursuing their professional development. School-based experiences, according to Mokoena's (2018) findings, allow student teachers to learn about, and understand the importance of teaching practice, thereby enhancing their preparation for a career in teaching. Nonetheless, other scholars have expressed concern about deficiencies in school-based education that jeopardize the readiness of student teachers to teach in schools (Aglazor, 2017; Mokoena, 2018). These programs should be strengthened for the preparation and readiness of student teachers to teach in schools to meet the goals of school-based experiences.

## **The Challenge of School-Based Experiences**

School-based experiences significantly support teachers' professional development as teachers and their readiness for teaching and learning. However, it has become clear that some challenges affect the student experience during teaching practice. Among the challenges of school-based experiences arising from literature reviews, lack of time for observation and feedback from supervisors and mentor mentors, limited involvement in student teacher development, and certain beliefs in schools present barriers to student teacher development and readiness for secondary school teaching. Some of the shortcomings and challenges inherent with the SBE program are categorized by Astuwe and Nomji (2021). The challenges outlined by this study include classroom challenges, curriculum challenges and mentoring challenges. These challenges are critical to students' readiness and their ability to effectively present teaching and learning lessons in the classroom. The purpose of teaching practice, according to him, should be to introduce student teachers to ideas and approaches that will help them understand the teaching profession better.

Findings from the Bulawat study (2021) show that school resources, facilities, and environments can be a barrier to students' preparation for teaching in schools. A combination of online learning and ICT is necessary for today's educational, teaching, and learning environments. However, due to the lack of appropriate technology for online teaching, ICT and online teaching present significant barriers to teaching and learning in schools (Alonso-Garcia et al., 2019). Taimur et al.'s (2021) emphasis on ICT values and online teaching and learning in schools lends credence to this. Despite how important it is to incorporate technology into teaching, most schools lack the funds to purchase the equipment necessary for online teaching. The inability of teachers to get ready and adopt the latest trends in teaching and learning can be affected by the lack of these resources for 21st century learning.

## **Factors Contributing to an Effective School-Based Experience**

The professional development of student teachers depends on how effectively the SBE program is implemented. Student teacher readiness for the teaching profession is negatively affected by SBE program design, with inherent challenges. A student's experience during SBE at school can be positively influenced by a variety of factors which include, mentoring, coaching, and supervising student teachers which are essential for their training and development. For example, research findings suggest that coaching helps in professional development and acquisition of pedagogical expertise among student teachers. In addition, mentoring student teachers allows them to face real-life challenges, professional interests, and ethical dilemmas encountered during their school experience. This conclusion is supported by the findings of Muraya and Wairimu (2020), which suggest that student teachers benefited from more experienced teacher supervision during this period. Teaching is a profession, and both students and teachers must learn under the supervision of mentors, coaches, and supervisors to advance in this field and gain skills that are essential for success.

It was found that the daily interaction of student teachers with mentors, teachers, and students is critical to their professional growth and development. Furthermore, the findings of Hapsari & Ena (2019) establish that student teachers have significant opportunities to develop connections with people who can give them access to learning communities through their experiences at school. The professional, psychological, and emotional development of a student teacher is greatly enhanced by socializing with other students and teachers. The interaction that student teachers have with others significantly helps in their adjustment to the new environment and their sense of belonging. According to Turner & Thielking's (2019) research, a student teacher's sense of community in a learning environment helps reduce the stress that comes with teaching. Participating in such communities offers a way to improve the well-being of student teachers. According to Kengatharem (2020), the feeling of belonging then leads to job satisfaction, which is considered a key element in the readiness of student teachers for the teaching profession.

Different findings emerge from a systematic review of relevant and related literature on the importance of school-based experiences in preparing student teachers for school teaching. These results highlight the value of experience in school while also demonstrating the extent to which students have adequate preparation for the teaching profession and teaching and learning in a school context. The benefits of school-based experiences, the difficulty of school-based experiences, and factors contributing to the preparation of student teachers for secondary school teaching and learning are the focus of a systematic review of the literature.

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### **Factors That Contribute to An Effective School-based Experience**

The professional development of student teachers depends on how effectively the SBE program is implemented. Student teacher readiness for the teaching profession is negatively affected by the design of SBE experiential programs, with inherent challenges. A student's experience during SBE at school can be positively influenced by a variety of factors which include, mentoring, coaching, and supervising student teachers which are essential for their training and development. For example, research findings suggest that coaching helps in professional development and acquisition of pedagogical expertise among student teachers. In addition, mentoring student teachers allows them to face real-life challenges, professional interests, and ethical dilemmas encountered during their school experience. This conclusion is supported by the findings of Muraya and Wairimu (2020), which suggest that student teachers benefited from

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The importance of school-based experiences in preparing student teachers for teaching tasks at the secondary school level has been the focus of relevant literature reviews. The findings suggest that hands-on experience in the school field allows student teachers to gain a deeper understanding of the realities of the teaching profession as well as the dynamics of teaching and learning that occur in the school environment. By being directly involved in teaching activities, student teachers can hone their skills in designing and delivering learning materials, as well as managing classes effectively.

However, along the way, various challenges also arise that need to be overcome in order for the school-based experience to run well. One is the lack of time available to make observations and get feedback from supervisors and mentors. This obstacle can hinder student teachers from developing their skills optimally. In addition, limited involvement in professional development is also a serious challenge that needs attention. In this context, adequate support from mentors and supervisors in schools is crucial to help student teachers overcome the challenges they face during teaching practice.

In this research, a breakthrough was introduced that changed the landscape of student teacher preparation through a school-based experiential approach enhanced by cutting-edge technology. The integration of simulation and virtual reality allows student teachers to practice teaching skills in a realistic and controlled virtual environment, overcoming physical limitations such as geographic distance and access to the school environment. With this simulation, student teachers can interact with diverse teaching scenarios, receive immediate feedback, and experience progressive improvements in their teaching skills. This approach makes school-based experiences more inclusive and accessible to all student teachers, regardless of physical boundaries or geographical constraints,

marking a significant step forward in preparing a generation of teachers who are ready for future demands in an ever-changing world of education.

## CONCLUSION

The study confirms that SBE is essential for the professional development of student teachers because it exposes them to the realities and practicalities of the teaching profession in schools. Through interaction with school actors such as teachers, mentors, and supervisors, students' perspectives on education, teaching, and learning are changed during SBE. However, these findings also support the existence of several challenges that limit the effectiveness of school-based experiences. These gaps and challenges must be recognized, and steps must be taken to reduce them, in order for students and teachers to truly benefit from SBE. The study shows that several factors, such as school environment, coaching, and supervision, contribute to the effectiveness of school-based experiences and students' readiness to teach in schools, allowing student teachers to benefit greatly from it.

Possible areas that other researchers can focus on to explain SBE to students' readiness for teaching and learning include the following: 1. The study can be replicated by looking at it from a broader perspective by conducting similar studies on a larger scale, using varying sample sizes from different geographic contexts and groups with different demographics. Furthermore, an investigation of student teachers' perspectives on school-based experiences and how they prepare them for teaching and learning, as well as for the education profession can be undertaken.

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