

Enhancing Global Teaching Competencies of Indonesian Pre-Service Teachers through International Teaching Practicum in Southern Thailand

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ABSTRACT

The internationalization of teacher education requires pre-service teachers to develop global teaching competencies that enable them to teach effectively in multicultural educational environments. However, limited studies have specifically examined how international teaching practice contributes to the development of these competencies among Indonesian pre-service teachers. This study aims to analyze the contribution of the International Teaching Practice in Southern Thailand to the development of global teaching competencies. A qualitative descriptive approach was employed using document analysis of instructional documents, teaching plans, reflective records, classroom documentation, and supporting visual evidence. The findings revealed substantial improvements in global teaching competencies, including intercultural communication (61%–91%), professional adaptability (64%–90%), cross-cultural collaboration (60%–89%), global perspective (58%–92%), and reflective practice (63%–90%). Participants also demonstrated significant professional growth in teaching confidence (62%–93%), classroom leadership (60%–90%), professional communication (65%–92%), collaborative skills (63%–91%), and professional responsibility (66%–94%). The study concludes that authentic international teaching experiences play an essential role in preparing globally competent future teachers. These findings provide practical implications for strengthening international teaching practice programs through intercultural preparation, reflective learning, and sustainable collaboration with international partner schools.

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1. INTRODUCTION

The internationalization of higher education has transformed teacher education by emphasizing the preparation of pre-service teachers who are capable of working effectively in multicultural and globally connected educational environments. Contemporary teacher education no longer focuses solely on pedagogical knowledge but also on the development of global teaching competencies, including intercultural communication, cross-cultural collaboration, professional adaptability, global awareness, and reflective practice. These competencies enable future teachers to respond to educational diversity while promoting inclusive and culturally responsive learning. Consequently, international teaching practice programs have become an important component of teacher preparation because they provide authentic opportunities for pre-service teachers to experience different educational systems, teaching cultures, and classroom practices beyond their home countries [1], [2], [3], [4], [5].

Global teaching competencies have gained increasing attention due to the rapid globalization of education and the growing diversity of students in schools worldwide. Teachers are expected to communicate effectively across cultures, adapt instructional approaches to different learning contexts, and demonstrate professional flexibility in responding to linguistic and cultural differences. International teaching practice programs facilitate these competencies by exposing pre-service teachers to authentic cross-cultural interactions and encouraging continuous professional reflection. Previous studies have reported that international teaching experiences positively influence intercultural competence, professional identity, communication skills, cultural sensitivity, and global perspectives among prospective teachers, ultimately improving their readiness to teach in diverse educational environments [6], [7], [8], [9], [10].

Recent studies have also highlighted the contribution of experiential learning and international mobility programs to teacher professional development. Authentic teaching experiences encourage pre-service teachers to integrate theoretical knowledge with classroom practice while strengthening confidence, problem-solving abilities, and collaborative skills. Participation in international educational settings further enables prospective teachers to understand different educational policies, classroom cultures, and student characteristics, which contribute to the development of adaptive and globally competent educators. These findings indicate that international teaching practice serves as an effective platform for preparing future teachers who are capable of addressing educational challenges in increasingly interconnected societies [11], [12], [13], [14].

Several studies conducted in Indonesia have investigated the development of teaching competencies through teaching practice and internship programs. Research [15] found that teaching practice improved pre-service teachers' pedagogical competence through classroom planning, instructional implementation, and learning evaluation, although an adaptation period was required before achieving effective teaching performance. Research [16] reported that pedagogical competence in Islamic schools in Pattani, Thailand, depends on teachers' ability to understand students' characteristics, design learning activities, and conduct appropriate classroom assessment. Research [17] demonstrated that the Thailand-Indonesia Students Internship Program enhanced students' pedagogical, social, and cultural competencies while expanding their international perspectives through authentic teaching experiences. Furthermore, [18] emphasizes the importance of supervising teachers in strengthening pedagogical competence through continuous mentoring and reflective practice. Likewise, [19] it was concluded that teaching assistance programs transformed pre-service teachers into more adaptive, innovative, and confident educators through direct classroom experience and instructional innovation. Although these studies provide valuable insights into pedagogical competence and professional development, they mainly focus on teaching performance, mentoring, or instructional adaptation. Limited attention has been devoted to examining how international teaching practice contributes to the development of comprehensive global teaching competencies among Indonesian pre-service teachers.

Therefore, this study aims to analyze the development of global teaching competencies among Indonesian pre-service teachers participating in the International Teaching Practicum in Southern Thailand. Unlike previous studies that primarily examined pedagogical competence, mentoring, or multilingual teaching strategies, this study focuses on the broader transformation of pre-service teachers into globally competent educators through intercultural communication, cross-cultural collaboration, professional adaptability, reflective practice, and global perspectives. The findings are expected to contribute to the internationalization of teacher education by providing practical recommendations for strengthening global teaching competencies and preparing future teachers to work effectively in multicultural educational environments.

2. METHOD

This study employed a qualitative descriptive approach to examine the development of global teaching competencies among Indonesian pre-service teachers during the International Teaching Practicum in Southern Thailand. A qualitative approach was considered appropriate because it facilitates an in-depth understanding of professional development, intercultural experiences, and adaptive teaching practices within authentic educational settings [17], [20], [21], [22]. The study focused on five dimensions of global teaching competencies, namely intercultural communication, cross-cultural collaboration, professional adaptability, global perspective, and reflective practice. These dimensions served as the analytical framework for interpreting participants' professional learning experiences throughout the international teaching practice.

The research was conducted through several systematic stages, beginning with the compilation of instructional documents and supporting evidence generated during teaching activities. The collected documents were subsequently screened according to predetermined inclusion criteria to ensure their relevance to the research objectives. Relevant information was then organized and coded based on the dimensions of global teaching competencies before being analyzed using thematic analysis. This analytical process enabled the identification of recurring patterns and meaningful experiences related to the professional growth of Indonesian pre-service teachers in multicultural educational environments. The overall research procedure is illustrated in Figure 1.

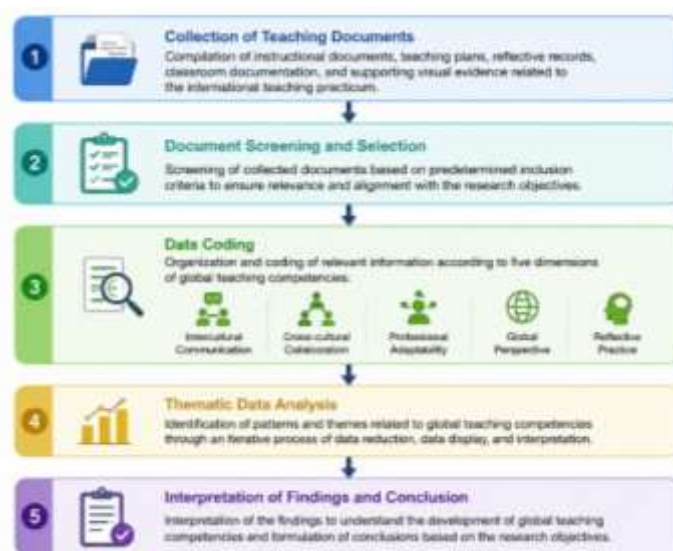


Figure 1. Research Procedure

Data were collected through document analysis using multiple documentary sources to ensure comprehensive and credible findings. The analyzed materials consisted of instructional documents, teaching plans, reflective records, classroom documentation, and supporting visual evidence. Employing multiple sources enabled data triangulation and strengthened the trustworthiness of the analysis by allowing the researchers to compare information across different forms of documentation. The primary data sources used in this study are presented in Table 1, while the analytical process followed the interactive stages of data reduction, data display, interpretation, and conclusion drawing to identify the contribution of international teaching experiences to the development of global teaching competencies [23], [24], [25].

Table 1. Data Sources Used in the Study

No.	Data Source	Purpose of Analysis
1	Instructional documents	Identify evidence of global teaching competencies
2	Teaching plans	Analyze instructional preparation and professional adaptability
3	Reflective records	Examine intercultural learning experiences and reflective practice
4	Classroom documentation	Analyze teaching implementation and classroom interaction
5	Supporting visual documentation	Verify professional activities and international teaching experiences

Based on Table 1, the study utilized multiple documentary sources to obtain a comprehensive understanding of the development of global teaching competencies throughout the International Teaching Practicum. The integration of instructional documents, teaching plans, reflective records, classroom documentation, and supporting visual documentation enabled the researchers to examine participants' professional growth from multiple perspectives. This triangulation process enhanced the credibility of the findings and provided a more comprehensive interpretation of how international teaching experiences contributed to strengthening intercultural competence, professional adaptability, cross-cultural collaboration, global perspectives, and reflective practice among Indonesian pre-service teachers.

3. RESULTS AND DISCUSSION

The findings of this study describe how participation in the International Teaching Practicum contributed to the development of global teaching competencies among Indonesian pre-service teachers in Southern Thailand. The analysis demonstrates that authentic teaching experiences in multicultural educational settings enabled participants to strengthen various professional competencies, including intercultural communication, professional adaptability, cross-cultural collaboration, global perspectives, and reflective practice. These competencies were developed through continuous interaction with students, teachers, and the surrounding school community, allowing participants to respond effectively to diverse educational and cultural contexts. The results are presented through quantitative summaries and qualitative evidence to provide a comprehensive understanding of the contribution of the international teaching practice to the professional development of future teachers.

3.1. Development of Global Teaching Competencies

Participation in the International Teaching Practicum provided valuable opportunities for Indonesian pre-service teachers to develop global teaching competencies through direct engagement with multicultural educational environments. Throughout the program, participants experience various academic and cultural situations that require

them to adapt to different educational systems, communicate across cultures, collaborate with local teachers, and reflect on their professional practices. These authentic learning experiences contributed to strengthening competencies that are increasingly required for teachers in the era of educational internationalization. The development of global teaching competencies observed during the program is summarized in Table 2.

Table 2. Development of Global Teaching Competencies

Competency Dimension	Before	After
Intercultural communication	61%	91%
Professional adaptability	64%	90%
Cross-cultural collaboration	60%	89%
Global perspective	58%	92%
Reflective practice	63%	90%

Based on Table 2, all dimensions of global teaching competencies demonstrated substantial improvement following participation in the International Teaching Practicum. The greatest improvement was observed in the global perspective, which increased from 58% to 92%, indicating that exposure to different educational systems broadened participants' understanding of global education and cultural diversity. Intercultural communication also improved considerably from 61% to 91%, reflecting participants' increasing ability to communicate effectively with students, teachers, and school communities from different cultural backgrounds. Professional adaptability, cross-cultural collaboration, and reflective practice also showed notable increases, suggesting that authentic teaching experiences encouraged participants to become more flexible, collaborative, and reflective in responding to diverse classroom situations.

The overall development of these competencies demonstrates that international teaching practice extends beyond the acquisition of pedagogical skills by promoting broader professional growth in multicultural contexts. Through continuous interaction with local teachers, students, and school communities, participants developed greater cultural awareness, strengthened professional confidence, and enhanced their readiness to teach in internationally diverse educational settings. These findings indicate that international teaching experiences play an important role in preparing globally competent, future-capable teachers to respond to the demands of contemporary education.

3.2. Cross-Cultural Teaching Experiences

The International Teaching Practicum provided Indonesian pre-service teachers with authentic cross-cultural learning experiences that extended beyond classroom instruction. Throughout the program, participants interacted with students, teachers, school administrators, and local communities within Islamic schools in Southern Thailand. These interactions enabled participants to gain a deeper understanding of different educational traditions, school cultures, communication styles, and social values. Such experiences fostered greater cultural awareness while encouraging participants to respect diversity and adapt their professional behavior within multicultural educational environments. Documentation of cross-cultural teaching experiences during the program is presented in Figure 2.



Figure 2. Cross-Cultural Teaching Experiences during the International Teaching Practicum

The experiences illustrated in Figure 2 demonstrate that international teaching practice promoted meaningful intercultural interaction through direct engagement with the school community. Participants were required to understand local educational practices, communicate respectfully with individuals from different cultural backgrounds, and collaborate in various academic and non-academic activities. These experiences enhanced

intercultural communication skills and strengthened participants' ability to work effectively in culturally diverse educational settings.

To further evaluate the contribution of these experiences, several indicators of intercultural learning were identified during the program. The results, presented in Table 3, indicate positive development across all aspects of cross-cultural competence.

Table 3. Development of Cross-Cultural Learning Experiences

Cross-Cultural Learning Indicator	Before	After
Cultural awareness	60%	92%
Respect for cultural diversity	66%	94%
Intercultural communication	61%	91%
Cross-cultural collaboration	59%	89%
Self-confidence in multicultural environments	63%	90%

Based on Table 3, all indicators of cross-cultural learning demonstrate substantial improvement following participation in the International Teaching Practicum. The largest increase was observed in respect for cultural diversity, which increased from 66% to 94%, followed by cultural awareness, increasing from 60% to 92%. Improvements were also evident in intercultural communication, cross-cultural collaboration, and confidence in multicultural environments. These findings suggest that authentic international teaching experiences not only expanded participants' cultural understanding but also strengthened their ability to collaborate and communicate effectively across cultural boundaries. Such competencies are fundamental components of global teaching competence and are increasingly essential for future educators in internationally connected educational contexts.

3.3. Professional Growth through International Teaching Practice

Participation in the International Teaching Practicum significantly contributed to the professional growth of Indonesian pre-service teachers by providing authentic opportunities to apply educational theories in real classroom settings. Throughout the program, participants develop greater confidence in managing classroom activities, collaborating with teachers, solving instructional challenges, and making professional decisions within multicultural educational environments. Continuous interaction with students, supervising teachers, and school administrators encouraged participants to become more independent, reflective, and responsible in carrying out their teaching responsibilities. The development of participants' professional competencies following the international teaching practice is presented in Table 4.

Table 4. Professional Growth of Indonesian Pre-Service Teachers

Professional Competency	Before	After
Teaching confidence	62%	93%
Classroom leadership	60%	90%
Professional communication	65%	92%
Collaborative skills	63%	91%
Professional responsibility	66%	94%

Based on Table 4, all professional competency indicators demonstrate considerable improvement following participation in the International Teaching Practicum. The most notable improvement was observed in professional responsibility, which increased from 66% to 94%, indicating that participants became more accountable in planning, implementing, and evaluating classroom instruction. Teaching confidence also improved substantially from 62% to 93%, reflecting greater self-assurance in managing learning activities within multicultural classrooms. Similar improvements were identified in classroom leadership, professional communication, and collaborative skills, suggesting that authentic teaching experiences effectively strengthened participants' professional readiness as future educators.

The practical implementation of these professional competencies is illustrated in Figure 3, which documents participants' engagement in teaching, classroom management, collaboration with school personnel, and professional reflection during the International Teaching Practicum. These activities demonstrate that professional growth was achieved not only through classroom instruction but also through continuous collaboration, reflective practice, and active participation in the academic life of partner schools. Such experiences contributed to the formation of globally competent educators who are better prepared to teach in culturally diverse educational settings.

3.4. Discussion

The findings demonstrate that participation in the International Teaching Practicum significantly contributed to the development of global teaching competencies among Indonesian pre-service teachers. The improvements observed in intercultural communication, global perspective, professional adaptability, cross-cultural collaboration,

and reflective practice indicate that authentic teaching experiences in multicultural environments provide valuable opportunities for prospective teachers to integrate pedagogical knowledge with real-world professional practice. Unlike conventional teaching practice conducted in domestic schools, international teaching experiences require participants to respond to linguistic diversity, cultural differences, and unfamiliar educational systems, thereby fostering broader professional competencies that are increasingly essential in the globalized education sector.

The results also suggest that international teaching practice serves as an experiential learning process that strengthens professional identity through direct engagement with authentic educational contexts. The significant improvements in teaching confidence, classroom leadership, professional communication, collaborative skills, and professional responsibility indicate that continuous interaction with students, teachers, and school communities enables pre-service teachers to become more adaptive and independent in carrying out their professional responsibilities. These findings support the view that meaningful professional growth is achieved not only through classroom instruction but also through reflective practice, intercultural interaction, and collaborative learning experiences.

The present findings are consistent with previous studies that emphasize the contribution of teaching practice to professional competence development. Research [15] reported that teaching practice strengthened pedagogical competence through classroom planning, instructional implementation, and evaluation, although participants required an adaptation period before achieving effective teaching performance. Research [26] found that teachers' competence in Islamic schools in Pattani, Thailand, depends on their ability to understand students' characteristics and implement appropriate instructional approaches. Research [17] further demonstrated that international internship programs enhanced pedagogical, social, and cultural competencies through authentic teaching experiences in Thailand. Similarly, [18] highlighted the importance of mentoring and reflective practice in strengthening professional competence, while [19] emphasized that direct school engagement promoted innovation, classroom management skills, and professional confidence among pre-service teachers.

Although previous studies have primarily examined pedagogical competence, mentoring processes, and instructional adaptation, this study extends the existing literature by focusing on the development of global teaching competencies as a broader outcome of international teaching practice. The findings demonstrate that international teaching experiences contribute not only to instructional competence but also to intercultural communication, global perspectives, cross-cultural collaboration, and professional identity. These dimensions represent essential competencies for future teachers who will work in increasingly multicultural and internationally connected educational environments. Consequently, this study proposes global teaching competencies as a comprehensive framework for evaluating the effectiveness of international teaching practice programs.

The practical implications of this study suggest that universities should integrate structured intercultural preparation, global education, and reflective professional development into international teaching practice programs. Pre-departure training should include intercultural communication, cross-cultural collaboration, and adaptive teaching strategies to better prepare participants for multicultural educational settings. In addition, stronger partnerships between universities and international partner schools should be established to provide continuous mentoring, reflective supervision, and collaborative professional learning. Such initiatives are expected to enhance the quality of international teaching practice programs while preparing globally competent teachers capable of responding to the challenges of contemporary education.

This study has several limitations that should be considered when interpreting the findings. First, the analysis was based primarily on documentary evidence, including instructional documents, teaching plans, reflective records, classroom documentation, and supporting visual materials. Although the use of multiple documentary sources strengthened data credibility through triangulation, the absence of in-depth interviews and direct classroom observations limited the exploration of participants' personal perceptions and contextual experiences during the international teaching practice. Second, the study focused on Indonesian pre-service teachers participating in a single International Teaching Practicum program conducted in Southern Thailand. As a result, the findings may not be fully transferable to other international teaching contexts with different educational systems, cultural characteristics, or institutional partnerships. Third, the development of global teaching competencies was interpreted within the duration of the practice program, making it difficult to determine the long-term sustainability of the observed professional growth after participants returned to their home institutions. Therefore, future research is encouraged to employ longitudinal and mixed-method approaches involving multiple international teaching practice programs across different countries. Such studies would provide a more comprehensive understanding of how international teaching experiences contribute to the sustained development of global teaching competencies among pre-service teachers.

4. CONCLUSION

The International Teaching Practicum in Southern Thailand made a significant contribution to the development of global teaching competencies among Indonesian pre-service teachers. The findings demonstrate substantial improvements across all competency dimensions, including intercultural communication (61%–91%), professional adaptability (64%–90%), cross-cultural collaboration (60%–89%), global perspective (58%–92%), and reflective practice (63%–90%). In addition, participants showed considerable professional growth, reflected in

increased teaching confidence (62%–93%), classroom leadership (60%–90%), professional communication (65%–92%), collaborative skills (63%–91%), and professional responsibility (66%–94%). These results indicate that authentic international teaching experiences effectively support the development of globally competent future teachers who are capable of adapting to multicultural educational environments.

This study contributes to the growing body of knowledge on the internationalization of teacher education by demonstrating that international teaching practice promotes not only pedagogical competence but also broader global teaching competencies, including intercultural communication, cross-cultural collaboration, professional adaptability, and global perspectives. These competencies represent essential attributes for teachers in increasingly diverse educational contexts. Therefore, universities are encouraged to strengthen international teaching practice programs through structured intercultural preparation, reflective professional development, and sustainable collaboration with international partner schools to better prepare pre-service teachers for global educational challenges.

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