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## MOBILE LEARNING IN TEACHER EDUCATION PROGRAM

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### Abstract

Mobile learning is a learning that is not related to time, which can be used to support the teacher education program at the Teacher Training and Education Institution (LPTK) in Indonesia. Mobile learning is an alternative that can be considered as a part of the curriculum of teacher education, or an integrated program of education programs of prospective teachers in Indonesia, so that prospective teachers produced by LPTK can be the generation in accordance with the demands of the times. As a reference for the application of the concept of mobile learning in the teacher education program, blended learning is a model that is used. To get a deeper picture of mobile learning and its application, this paper will discuss the trends and issues of mobile learning related to the teacher education program. To present this paper, the writer uses a descriptive method.

**Keywords:** Mobile learning, teachers, curriculum.

### INTRODUCTION

The changes brought by the power of technology, economics, and culture in the early twenty-first century are very fast. These changes mostly origin in developed countries. However, the effect is also seen in developing countries. Societies throughout the world are rapidly changing in fundamental ways, especially with regard to the availability and easy way to access to information technology and digital communication. It is inevitable that the students/university students and teachers/lecturers in their daily life cannot be separated from the use of technology, both for the purposes of everyday communication and education.

These great advances in information technology have not been used by teachers/lecturers for the sake of teaching as it is seen that teachers and lecturers in instructional practices in the classroom still dominantly use traditional ways, for example whiteboard or just power point, in the their application of presentation or lectures. It is no more just a shift function of blackboard/whiteboard to screen as presentation. Such things are just running the minimal functions of the technology itself, so that the messages to be conveyed to students do not meet the good criteria of a maximum information technology. Since the true function of a good technology is as a various channel to receive information for students, for example through hearing, sight, touch, and the combinations of all. The students are still considered as passive audiences with almost no interaction as they are not actively involved in the instructional process. Consequently, educational institutions should prepare their students to face the future that is difficult to predict. As we know, prospective teachers working in education need to have experience with integrated learning

of modern technologies and methodologies fit generations to come. Digital literacy should be understood as a set of skills that are necessary to expand beyond traditional teacher pedagogical abilities. Digital literacy cannot be fully obtained in isolation while preparing traditional written report, but was obtained through a transformative process through the utilization of contextual authentic and modern teaching aids. Having no experience cannot be replaced by knowledge as experience can develop and enhance digital literacy skills or other kinds of literacy among prospective teachers. At present, the use of technology by both teachers and students can be portable and wireless devices. Electronic devices that can access internet content and allow various methods of digital collaboration in different places are the future of education.

## LITERATURE REVIEW

### *Mobile Learning in Teacher Education Program*

#### *Mobile Learning*

The use of mobile devices in learning is generally called learning as a mobile (m-learning). Many other keywords like learning everywhere, learn performance grip, learn assisted hypermedia, and e-learning has evolved towards the concept and function of mobile technology (Rossing, Miller, Cecil, & Stamper, 2012). Kadirire (2009) defines m-learning as a form of e-learning, which can take place anytime, anywhere with the help of mobile communication devices. Brown (2010) identifies mobile learning as "an extension of e-learning". Quinn (2000) define mobile learning as "the intersection of mobile computing and e-learning (Learning electronics): sources accessible wherever you are, powerful search capabilities, rich interaction, strong support for effective learning, and assessment of performance based". However Vavoula, Lefrere, O'Malley, and Sharples (2004) defines it as "Whatever learning happens when students are not fixed, predetermined locations, or learning happens when students take advantage of the learning opportunities offered by mobile technologies".

On the other hand, some authors put the emphasis on mobile devices and user mobility. For example, Traxler (2005) offers a definition as "provision of education in which a single technology or a dominant is a handheld device that specifically links the provision of education for handheld devices. Orr (2010) suggests merging recording mobile, imaging, or communication device "as part of mobile learning". Wang, Wiesemes, and Gibbons (2012) only define it as, "learning through mobile devices". According to Yousef (2007), "Mobile learning is defined as the provision of education and training on mobile devices.

#### *The Use of Mobile Learning in Teacher Education Program*

Desktop computers require a fixed location and resources. This mobile device has many unique characteristics, including portability, connectivity, comfort, utility, proximity, accessibility, individuality, and interactivity. Due to its characteristics and opportunities, there are many advantages of using mobile technology, such as the freedom to learn with the flexibility, low cost, and on-time application (Alzaza & Zulkifli, 2003), the increased authentic experience and learning situation control ability, the improved guidance availability, ease of use in a learning situation support, the quick digital learning material and copyright issue production, and the learning

flexibility. Additionally, Alnuaim, et al. (2009) also added that personalization is one of the strengths of mobile learning.

The main goal of mobile learning (Cressence and Lee, 2011) is "to give students the ability to assimilate learning anywhere and anytime." Besides, (Yousef 2007) the benefits of mobile learning that are not less important are the ability to bring many benefits to experience distance learning as follows: (1) the provision of course content for students outside the campus, (2) provision of feedback to students outside the campus, (3) provision of supporting services for students who are off campus, (4) a link to the www and other resources, (5) interactivity among the students, and (6) interactivity among the students, faculty, and institutions. All those reasons are the basic principles in educational technology that the media used in the learning process must necessarily that helps people teach and learn and can improve performance of teachers to teach and improve the achievement of students. Beside the above advantages, there are also a number of weaknesses of this device, i.e. the limited ability of the processor, limited memory capacity, small display screen, short lasting power (battery) and slow access.

### ***The Potential Use of Mobile Learning in Teacher Education Program***

Mobile learning, as a new learning strategy, holds the potential for possible use by the faculty. There are important factors that should be considered in applying m learning. Particularly, the use of m-learning should encourage not only comfort, but also a requirement that this is the most appropriate and strategic way to deliver material or help students focus their thinking about some of the content or application. Vaughan (2013), conducting research at Mount Royal University, has found that the mobile learning can be applied when the students in the university are ready. It means the students in general already have the mobile devices and they are already using these devices not only as a means of communication but also to an exploration to the various learning resources on the Internet.

What is about our LPTK readiness? Is there any Indonesian LPTK that has integrated the mobile device that can be used in the learning process? To apply this program, LPTK must have the equipment itself, at least a mini laboratory "mobile learning." The goal is when there is a simulation in the classroom, the students and faculty can do the test, then they get to experience it together, as well as synchronization with the equipment. However, the ideal concept will be all classes involved in the learning process must have a mobile device, integrated with the existing systems in a LPTK. What if LPTK does not have the supporting tools for mobile learning applying this? It goes without saying that it will be not possible. It is as if we learnt to drive a car by only knowing the procedure how to bring the car, or invited to fantasize controlling an airplane only through wonderful stories.

Besides the above requirements, LPTK should also have their own web, aiming to provide unrestricted access to students. Students who cannot attend meetings can access learning materials wherever they are as long as they are connected to the Internet. There are some programs that can be ways of using mobile devices in the prospective teacher education program, namely: (a) planning and preparation program, (b) student achievement assessment, (c) class learning, and (d) students and lecturers activity file storage.

**CONCLUSION**

Technology has revolutionized every component of our culture and society. Now, it revolutionized the teacher education around the world. Revolution is happening at a rapid pace. It is important that teachers can be prepared not only to use current technology but should be able to handle systematically and analytically the technology coming up and growing thereafter. The current technology needs to be integrated on the technology that will come to achieve the best synergy in the quality of pedagogy. Educators must be prepared to work on the future development of these.

A new teacher education system must be developed to define itself in the modern age spectrum. Universities must prepare prospective teachers are up to date with technology and methodology, something that is inevitable. Another important aspect is that they need to develop their competence to teach and work with other experienced teachers.

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