

Pedagogical Competences of Students who Practice Teaching in Creating Professional Teachers Candidates

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Abstract – Education is the main thing in improving human resources. Increased education must be followed by the development of the times. The purpose of this research is to know the professional competence of practice teaching. This research method is qualitative deskripsi, with sample of students 2017-2018. The result show education quality can not be separated from teachers' roles in creating interesting and attractive instructional process. This is influenced by better quality of pedagogic competences in handling the class, developing syllabus or curriculum, using media, applying method or approach and evaluation in instructional process. Students who practice teaching (PPL) are teachers' candidates who apply knowledge and its application toward students. The problems that they face include lack of experiences and training because of their first experiences in becoming professional teachers.

Keywords – Pedagogic, Professional, Teacher, Practice, Competences.

I. INTRODUCTION

Knowledge and technology development has caused numbers of change in all human aspects, in which lots of problems can only be solved through improving knowledge and technology. Then, the advantages also can get the people to compete well in many competitions. In addition, its advantages can improve human resources intensively, well planned, and efficiently in development, otherwise our nation will lose in this globalization.

Indonesian teaching quality is still low and one of the factors is teacher's competences that are still low. This is agreed by Wardiman Djoyonegoro saying that "only 43% teachers who fulfill the prescription and 57% of them are not included, uncompetent and unprofessional. This case shows that our education is still far from our expectation and need (Zamakhari, 2009: 123-124).

The government has tried many efforts to develop teaching quality by changing and renewing our education quality. One of the efforts is related to teachers' factors. The existence of government law No.14 in 2005 about teachers and lecturers, and government rules No.19 in 2005 about Education National Standard, is one the efforts to solve and overcome the teaching quality in Indonesia. Michael G. Fullan quoted by Suyanto and Djihad Hisyam argue that "*educational change depends on what teachers do and think...*". This argument means that this system change and breakthrough really depends on teachers' competences (Sulo: 1980:2).

Moreover, there is no one who can say that the used education system has been applied successfully. Various indicators are used as proves that our education has not got the expected result yet. Based on the account result, *Human Development Index* (HDI) which is proposed by

UNESCO says that Indonesian education position is always fewer than 100. Then, Indonesian HDI in 2007 shows that Indonesian position is in 107 and it is quite far from Malaysia which becomes our students from 1970-1980s. Up to 2007, not less than 14.000 Indonesian students who study in Malaysia get the 63th position. In contrast, Singapore position is in top 25. Our country can only compete Papua Nugini which is in 145 and Timor Leste in 150 (Ciputra, 2008:35).

The fall of our education quality is not only seen from the account result but also seen from affective aspects which show that there are lots of teenagers problems such as, free sex, pornograph and pornactions. Besides, there is much violenc in society that is caused by unserious government actions which leads to lots of conflict among people. In fact, the aim of education is to make people more mature and live in better life.

To face many challenges in education world specifically in university, the Tarbiyah Faculty is forced to be active in increasing its competence in achieving better quality of teaching. One of the ways to increase it is by letting students practice teaching in teaching practice (PPL). This training should become one of efforts to make graduated students able to fulfill work demand which is related to teachers candidates. These efforts are suited with the world demand which leads to lots of changes in all aspects specifically in education aspects. In this case, one of the aspects that seems need to be improved is about the professionalism of the teachers and instructional process which applies better curriculum.

Teaching practice is one of the program which is designed to treat students to know wider integrated knowledge in teaching, so they will be ready to teach and responsible for their professions as teachers.

Teaching practice (PPL) is aimed to give chances to students to get a lot of real experiences in teaching. Also, this is functioned as places and moment to create professional teachers candidates who have more knowledge, affective behaviour, skills, and professional career (Hardyanto, *Lingua*: 63-71).

Teaching practice (PPL) is intracurricular that every student must take it. By taking it, the students will get real teaching experiences, whether it is related to administration or its teaching process. However, in fact, there are still some students who get confused with it. One of the causes is lack of students' confidences and preparation in practicing their teaching.

Aqib (2009:60) explains that government has formulated four types of teachers' competences, as it is elaborated in government law no. 19 in 2005 about education national standard including pedagogic, personality, social, and professional competences. As

teachers candidates, the students must have knowledge, personality, and skills to support the four skills i.e. personality, social, pedagogical and professional competence. Even though there have been lots of effort to improve it, in fact there are still weaknesses in applying it. As a professional teacher, the teachers candidates who take teaching practice should become models and roles for their students.

As teachers candidates, the trained students must have both knowledge and personality to support the success of those four competences i.e. personality, social, pedagogic, and professionalism competences. Though there have been many efforts done to improve them, in fact, there are still weaknesses. As the teachers who have all competences stated before, the trained students should become models for students, so the students are interested in their teaching in the classroom.

According to Mulyasa (2009:40), pedagogic competences are teachers competences in managing teaching and learning process. This must be done by all teachers to improve people life. Then, it is stated in government law section 28 verse 3 part a that pedagogic competences includes the ability to manage instructional process covering understanding students, planning the lesson, evaluating the outcome, and actualize students' skills.

The Tarbiyah Faculty of IAIN Padangsidimpuan is one of professional institutions. Its aim is to create qualified teachers candidates who can increase graduation quality i.e. by working together with lots of qualified education stakeholders. It is also aimed as a creator of qualified and professional teachers. To develop teachers' skills, a strategy is needed to improve high competent teachers who have interpersonal skills that can face challenges in the future.

The Tarbiyah Faculty of IAIN Padangsidimpuan has prepared their students earlier before going directly to real practice in society. One of the preparations is giving micro teaching lesson which functioned as effort to enable the students to convey knowledge and their skills.

Based on the other research findings, there are still many problems faced by trained students. One stakeholder says that the trained students are still lack of classroom management, material mastery and discipline in the school. However, there are also some issues informing that among all the trained students, the students of Teachers Training faculty are the best in practice. Therefore, from the previous argument stated, the researcher is interested in analyzing pedagogic competences of the trained students. The researcher chose this competence because based on the previous study about trained students, pedagogic competences need more improvement.

The Tarbiyah Faculty has been trying to develop its student's quality and one of the ways is taking feedback from the school where the students practice their teaching. Consequently, the faculty must know the ability and problems in reality that need to be solved in the future. Therefore, the researcher would like to do a research about pedagogic competences of students who take teaching practice in creating professional teachers candidates (the

study case of students of Tarbiyah Faculty who take teaching practice).

II. METHODOLOGY

This research applied qualitative approach. It created qualitative and descriptive data that was resulted in form of spoken and written words from the respondents. This study was also directed to its background holistically which means that it didn't isolate any individy or organizations into certain variable or hypothesis, but this research saw them as one of its component. This research used qualitative approach because it explained and described the data in detail ways.

The data resources were directly derived from interview and observation in the field. The subject of the research was stakeholders (headmaster, curriculum holder and supervisor), the trained students, and supervisor who know a lot of conditions about teaching practice.

The teaching practice that was held by the faculty of teacher training in 2017/2018 consisted of 60 schools in Padangsidimpuan and South Tapanuli. The amount of students who took the teacher practice was 499 students. The data were taken using snowball sampling to get valid and representative data.

The validity of the data was one of ways to improve its existence (Maleong, 1996:170). This validity of the data was basically used to argue against the issues saying that descriptive data were not scientific.

III. RESULT AND FINDINGS

The teaching practice program is an integral part of teaching training faculty curriculum that must be taken by all students and they have to pass it. Related to the purposes that will be achieved, teaching practice program includes the formulation of lesson plan in the classroom.

The teaching practice program is teaching training directed to all teachers candidates, and it is real teaching practice in the classroom. This activity does not only cover teaching training but also include various activities that are related to teaching. In relation to competences based curriculum, this teaching practice program is included in instructional process. This program is also integrated in developing teachers' professionalism.

Pedagogic competence is teachers' competences in managing teaching and learners, planning dan constructing instructional process, evaluating teaching and learning, and developing learners in actualizing their various competences (Permadidan Arifin, 2013: 27).

From all pedagogic competences indicators that the teachers must have, one indicator that is discussed in this research is about classroom management (understanding learners), use of media, ability to develop curriculum and evaluation.

Based on the interview result with the headmaster, curriculum stakeholders, and students supervisors, it is reported that the practice students' ability in managing classroom still needs to be improved. This is because they still can not master the material and can not manage the

classroom. Also, they are not confident enough due to their lack of confidences, so they can not handle the classroom well.

Their unconfidence is also caused by the fact that they did not observe the classroom before they teach, so they can not solve the problem when the students are noise and when the students have not understood the lesson yet.

In reality, the practice students still have problems in managing the classroom and they are also nervous. It is because they only have 4 credits for their micro teaching subject as guidance's and preparation in teaching. It is also because the previous micro teaching lecturers did not show various ways and techniques in teaching, so there are still many practice students who teach monotonously. The lecturers also did not lead the students to use interesting media that suit the lesson in the classroom (based on the interview record with micro teaching lecturer, March 6th 2018). Lack of students' time in practicing teaching also affects their performance in teaching. In fact, that is one of the factors that can be applied in practicing teaching. Then, teaching practice is a real teaching that all students must take. Teaching in schools and madrasah has many challenges and all critical and idealist students will face it. Recently, it has been seen that the qualified students who are categorized smart in micro teaching still can not manage the classroom well.

However, the research finding conducted by S. Najjah shows that there is no relation between micro teaching scores and students' competences in practicing teaching of Biology students in teaching training faculty of IAIN Walisongo Semarang. This can be seen from the degree 5% getting 4.17 and the degree 1 % getting 7.56 and it is bigger than F reg, so the hypothesis saying that there is a positive relation between micro teaching scores and students' competences in practicing teaching stated previously is rejected (Najjah, 2014:V).

This research finds that there is an influence of micro teaching scores in improving practice students' ability in managing classroom, but it does not show any significant result, this is because there are still many factors that can affect teachers candidates in explaining materials and managing the classroom.

Besides managing classroom, the teachers candidates also need to prepare the lesson well such as making and developing lesson plans. In reality, there are still many students of teaching practice who develop lesson plans by imitating what the supervisors do. Therefore, the teaching process that the students perform does not show any new and innovative ways of teaching.

Students' weaknesses in developing the syllabus are caused by the fact that they do not know materials and learners that will be taught, so they tend to be lack of preparation. That is why some students' preparations are not optimal.

Sani quoted by Hilda (2015:69-84) says that there are several competences that are really needed in 21 century covering creative and innovative ways of teaching, critical thinking and problem solving, communication and collaboration, social and cultural knowledge, and information mastery.

The curriculum that is used in schools has been directed to 2013 curriculum, eventhough its realization in some schools is still not optimal. Even, some schools still apply KTSP curriculum and some apply 2013 curriculum but use KTSP material. In fact, the demand of 2013 curriculum integration has not been shown in teaching and learning process.

Furthermore, the students who take teaching practice also need to pay attention to the use of media, strategy, approach, and method of teaching. They have applied media, method, and approach in teaching but they need to vary them in order to grow learners' interests and motivation in learning. In this case, methods are ways to gain the purpose and their use in teaching can determine the result of teaching and learning process (Hamruni, 2012:12).

Moreover, learning approach is also one of important aspects in instructional process. An approach is teachers' actions to choose learning activity. The learning approach is not monotonous and it is well planned. Choosing the approach must be suitable with learning materials in planning the lesson. In line with the approach, learning strategy is one of learning activity that must be done by teachers and learners in order to achieve effective and efficient learning aims (Wina Sanjaya, 2008: 126). In addition, learning strategy term is also often used in some contexts which has similar meaning. In teaching and learning context, strategies can be defined as common types of learners' and teachers' actions in learning manifest and activity (Rohani Ahmad, 2004: 32).

Besides methods, approach, and strategy, media is also important in teaching and its use can not be avoided in the classroom. This must be understood well because learning activity is a process where the learners grow their knowledge as life guidance in the future and learning activity is also a condition where the learners make use all learning resources to have effective and efficient learning. In this case, learning and teaching media is one of supporting tool to create effective learning process (Rusyandan Daryani, 1993:3).

The advantages of teaching practice for students as teachers candidates are to know school life not only from the theory, to master teaching competences, to measure their ability in managing the classroom, to know teachers' rights, main jobs and duty as teachers (Usman, 2014: 89-101).

There are many factors that can affect teachers' professionlity in teaching including teachers' effort in improving their teaching ability whether it is internal or external factors. The internal factors that can affect it are teachers' believe that becomes ways of life. That factors really influence teachers' professionalism in teaching. Then, related to external factors, M. Arifin as quoted by Muhaimin (2002:119), identifies them into several things. They are; (1) the salary that can fulfill people's needs, (2) work atmosphere that is interesting and the better condition of democration between the leaders and workers, (3) growing attitude and attention among workers, (4) real honesty and loyalty of leaders into workers, (5) rewards for need of achievement and also for

qualified workers, and (6) media that support mental and physical conditions such as sport stadium, mosque, recreation, and entertainment. Therefore, it proves that microteaching score is not the only factor that can affect students' competences in teaching practice.

In general, based on the interview result with school stakeholders (headmaster, its vice, and supervisors) it is informed that students' weaknesses in teaching practice are related to classroom management and teaching preparation. This is because the students are still lack of experiences and the application of K-13 learning is still new in Padangsidempuan and Tapanuli Selatan. Even, the schools which are not located in Padangsidempuan still can not apply the K-13 learning because the teachers are not trained well and they do not understand it clearly (observasi, 21 Februari dan 8 Maret 2018).

Based on the interview result, it is known that students' weaknesses are in classroom management and planning the lessons. From the observation record, it is seen that there is an effort to improve the teaching practice, so students of teaching faculty can become good samples and promotions for others and studying in that faculty can give positive effects toward students' knowledge and good behaviour.

Pedagogic competences are usually related to learners' instructional framework, learning diagnosis implementation, learning evaluation, learners' growing that has given significant result in forms of professional and pedagogic competences. Pedagogic competences affect learning specifically related to lesson mastery, ability to manage learning, and commitment to apply better learning and teaching (A. Hakim, 2015: 2319 – 1805).

This year, there are not any urgent problems related to teaching practice, there are only few problems related to it. However, due to technology development, many schools have tried to improve their quality. Of course, the demand and need for students' quality improvement is also important, so all people must increase their quality including the students who take practice teaching in the field.

The teachers' training faculty of IAIN Padangsidempuan implements teaching practice not only to pass students' duty but also to form teachers candidates' knowledge, attitude, skills, and experiences in teaching. By implementing teaching practice, it is hoped that teachers candidates have dominant roles in learning. Therefore, it is hoped that the teachers candidates as the man behind the gun will have great quality in mastering knowledge, understanding learners, learning method, and having good attitude and characters as professional teachers. Related to self improvement, practice students must realize and evaluate themselves, and have bigger interest to improve them.

Mental preparation and learning material as well as learning media are needed before teaching. Mental preparation, learning media and method are basic guidance to face learners, according to him, teaching practice is very crucial to prepare so that it gives many advantages for teachers candidates.

Becoming professional teachers, there must be a method training given to teachers candidates as well as teaching ways and information transfer, so that they can run better teaching process to become future teachers (Mirzagitovadan Akhmetov, 2014: 114-120).

The preparations of Tarbiyah faculty students in teaching practice have been planned for six months in form of teaching skills subjects. The ways that have been done by the faculty are; teaching and training students with good behaviour and attitude, applying discipline college administrations, familiarizing disciplinary, having good and tidy performance, teaching good personality, leading students to think and act responsibly. Another way that has been applied related to education is preparing students with lots of teaching skills and competences that are related to teaching and learning method.

Through the finding derived from many stakeholders, the teachers candidates as well as supervisors will be taken in account, Therefore, the critics and other comments will become a guidance to improve teachers candidates' quality to become professional teachers the future.

IV. CONCLUSION

Pedagogical competences of students who practice teaching in Tarbiyah faculty of IAIN Padangsidempuan still need to be guided and improved based on the reality in the field. Lack of classroom management is mainly caused by the lack of students' experiences in practicing teaching in the classroom. Syllabus planning and developing must be learnt by teachers candidates before they practice real teaching, because they will teach various level of students and classroom so that they will plan the lesson during the teaching process. Then, the use of media, strategy, approach, and evaluation are very related to material mastery that will be taught before practicing teaching, so it can be prepared well and checked by the students' supervisors before teaching in the classroom.

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