THE STUDENTS’ PERCEPTION ON THE COMPETENCE OF PRE-SERVICE STUDENT TEACHERS OF ENGLISH EDUCATION
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Abstract: One of the purposes of Teacher Preparation Program or Program Pengalaman Lapangan (PPL) is train the pre-service student teachers to be competent teachers. A competent teacher should master 4 competencies: pedagogic competence, personality competence, social competence, and professional competence. This article discusses the competence of the pre-service student teachers according to the students’ perception. It is based on the research conducted at 10 senior high schools in Surakarta and Karanganyar. The research used descriptive quantitative method in term of survey. It used random sampling to get the sample. The data were collected through interview and questionnaire. The data were analyzed by totaling the score obtained from the questionnaire. The research findings showed that the pre-service student teachers have good pedagogic competence, good personality competence, very good social competence, and good professional competence. Every pre-service student teacher has different competence, but mostly the pre-service student teachers have good competence on pedagogic, personality, social, and professional.

Keywords: teacher preparation program, the pre-service student teachers, the competence of teacher, students’ perception

dan kompetensi profesional yang bagus. Setiap mahasiswa PPL mempunyai kompetensi yang berbeda, namun kebanyakan dari mahasiswa PPL mempunyai kompetensi yang bagus pada pedagogik, kepribadian, sosial, dan profesional.

**Kata kunci:** program pengalaman lapangan (PPL), mahasiswa PPL, kompetensi guru, persepsi siswa

Teacher quality is the most influential factor in improving students learning. Because of this influence, it is essential for state education to give teacher training for their students, it is called Teacher Preparation Program. Teacher preparation program gives student teachers access to be effective teachers. The way to be an effective teacher is related with their role as a teacher in the classroom. Teacher Professional Development (TPD) is an effort to develop teachers’ skills, knowledge, expertise, and other characteristics. Teacher Professional Development through teaching practice or teaching preparation program will produce quality teacher. As part of the teacher preparation program, English Education Department of Teacher Training and Education Faculty of UNS administer a field work experience, called Program Pengalaman Lapangan (PPL). It is one of the ways to produce professional teachers by giving practice training. Activities of PPL are: teaching practice, administration assignment, assignment to give study guidance, and extracurricular activities in school. Activities above are expected to increase quality and ability of teachers’ applicant to be competent teachers.

According to Indonesian Republic Constitution about Teacher and Lecturer, a competent teacher should master 4 competencies, i.e.: Pedagogic competence, professional competence, personality competence, and social competence. A teacher training student should master 4 competences above, because teacher training students in the school play role as teachers that participate in implementation of teaching learning process in the school.

Pedagogic Competence are part of professional competence for the teaching career. Laverie in Iriana and Liliana (2011: 3) says that pedagogical competence is “the ability of and individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, article, and cases and technology such as software and hardware) and intangible resource (e.g.
knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy”. So, pedagogical competence is the ability to manage student learning, planning and implementation of teaching, and learning evaluation. Pedagogical competence is the ability to give good and appropriate instruction for any specific students. It concludes, but not limited to, knowledge of teaching method, approach, and technique, assessment, and classroom procedures. Teachers that have pedagogical competence are teachers that master certain study, teaching knowledge, about teaching method, also teaching approach. In addition, pedagogical competence is also shown by teachers’ ability to help, guide, and lead. Teacher competence is so extensive, so it must determine explicit indicator, in order that teacher can understand their obligation as an educator to master it.

Personality competence is personal’s ability that have steady, stable, adult, wise and power, became the good model for students, have good attitude. Personality competence also includes a teachers’ attitudes and beliefs on teaching, learning, their role, all of which affect the way they choose, evaluate and comprehend the knowledge acquired, as well as the way they benefit from this knowledge in practice, as this very practice is shaped by that knowledge. Training programs can enhance teacher effectiveness by training pre-service student teachers in empathy and interpersonal skill. According to Arifet all (2012: 163) important personality traits needed for teaching effectiveness are the big five personality traits: (a) Conscientiousness: dependable, hard-working, organized, self disciplined, persistent and responsible; (b) Emotional stability: calm, secure, happy, unworried; (c) Agreeableness: cooperative, warm caring, good nature, courteous trusting; (d) Extraversion: sociable, outgoing, talkative assertive, gregarious; (e) Openness to experience: curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative. The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth. Specifically, teachers that have high expectations for their students and insist on promoting learning for all students tend to be more effective. The expectation of a teacher’s personality competence is the personality ability (pertinacious, stable, mature, wise, and
prestigious) and becomes a teacher having ethics for his or her students in order to emerge positive attitude for students. The problems such as motivation, discipline, social behavior, achievement and continuous study desire can be sourced from a teacher’s personality. Teachers must have a good personality to foster motivation in students. Many students are excited, passionate, and fun to learn with a teacher because of the personality of the teacher is good and interesting. But on the contrary there are also some students who feel discouraged, lazy, indifferent, sleepy, and noisy because of the teacher's personality are not good and not interesting. Motivation to learn can arise when a good response to the students' teachers, especially in terms of his personality. The motivation for a student is very important because a student have high motivation will try hard to reach the purpose of study.

Social competence is about being able to manage and contribute to the social interactions teachers have. Social competence is the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationship with others over time and across situations. Being socially competent involves many elements, including: the ability to regulate emotions knowledge and experience of social interactions understand social situations and custom. The social skills of students increasingly have been recognized as critical to learning and achievement, but the social competence of teachers is just as important to the classroom. Teacher with high levels of social competence are better able to develop and manage nurturing relationships with their students, manage behavior in their classroom, serve as behavioral role models for children and regulate their own emotions, protecting themselves and their students from the burnout cascade. Social competence involves 5 major emotional, cognitive, and behavior competencies: self awareness, social awareness, responsible decision making, self management, relationship management (Zinset all in Jennings and Greenberg, 2009: 494). The ability to interact with others and to be competent is one of the most important skills that teachers must have.

Professional Competence is the ability to master teaching material extensively and deeply that enable to guide the students appropriate with standard
competence in *Standar Nasional Pendidikan*. According to Khomenko (2008: 118), a professional competence of a teacher is the multifactor phenomenon, plugging in itself the system of theoretical knowledge of teacher and methods of their application in concrete pedagogical situations, valued orientations of teacher, and also integrative indexes of his culture (speech, style of intercourse, relation to itself and to the activity, to the contiguous areas of knowledge and other). Effective teachers will be motivating and positive, also establish and maintain a professional demeanor. They are businesslike, and task-oriented, yet flexible and adaptable when necessary to help students be successful. They are knowledgeable not just of the subjects they teach, but also of pedagogy and students. Professional skills may be among the most critical factors in determining a teacher’s effectiveness. A professional competence of teacher is high-quality description of personality of a specialist, which includes the system of scientific and theoretical knowledge both in a subject domain and in area of pedagogic and psychology.

In this research, the competence of the pre-service student teachers based on the students’ perception. Robbins (1996: 142) says that perception is a process by which individuals organize and interpret what their sensory perceives in order to give meaning to their environment. Perception is the process by which an individual selects, organizes, and interprets information inputs to create a meaningful picture of the world. So, students’ perception is the process of students’ observation about the behavior of the object in the environment by using the sense of each individual to interpret the stimulus in different ways. It means that the characteristic of perception is subjective. When a student looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by the personal characteristic of the individual perceiver. Personal characteristics that affect perception include a person’s attitudes, personality motives interest, past experiences, and expectations.
RESEARCH METHODS

The researcher conducted the research of the students’ perception on the competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University on October until November 2014. The research is located on 10 senior high schools. It used descriptive quantitative method in term of survey. It used proportional random sampling to get the sample. The sample used in this research was the students’ classes that were taught by pre-service teachers of 10 high schools above in the 2014/2015 academic year. From each class, the writer took 6 students, consisting of 3 males and 3 females. From each school, the writer used 2 classes for sample, with total of sample 12 students in each school. So, the total of sample used in this research is 120 students. The data were collected through observation and questionnaire. The result of the questionnaire were analized to get the conclusion. The data collections were about the questions about the performance of pre-service student teachers. Therefore, the competence of the pre-service student teachers were found.

FINDINGS AND DISCUSSION

The findings and discussions are including description of the data of the pre-service student teachers on pedagogic competence, personality competence, social competence, and professional competence, and how competent they are.

A likert scale of 4 were used to get students’ responses about their perception on the pre-service students competence with 4 (very good/sangat baik), 3 (good/baik), 2 (enough/cukup), 1 (less/kurang). The number of questions of pedagogic competence, personality competence, social competence, and professional competence is 10, 7, 6, and 11 respectively.

1) The students’ perception on the pedagogic competence of the pre-service student teachers

The number of questions of the pedagogic competence is 10. The maximum score if all questions are answered correctly is 40, and the maximum score obtained is 38 while the minimum score is 15, with the range

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is 23, the average is 29.98 and the standard deviation is 4.8. The pie diagram of the respondents’ perception on the pedagogic competence of the pre-service student teachers:

While the score of the pedagogic competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of SebelasMaret University is 75.021. The strength of the pedagogic competence of the pre-service student teachers is in giving material for students appropriate with students’ characteristics and comprehension, with the score is 81.67, while their weakness is in overcoming students’ behaviour, with the score is 64.8

2) The students’ perception on the personality competence

The number of questions of the personality competence is 7. The maximum score if all questions are answered correctly is 28, and the maximum score obtained is 28 while the minimum score is 8, with the range is 22.075, the average is 29.98 and the standard deviation is 3.9. The pie diagram of respondents’ perception on the personality competence of the pre-service student teachers:
The score of the personality competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University is 79.26. The strength of the personality competence of the pre-service student teachers is on their simpleness, neatness, and good manners in appearance, with the score is 86.7, while their weakness is on their authority, maturity, and ripeness as a teacher with the score is 73.54.

3) Respondents’ Perception on The Social Competence

The number of questions of the social competence is 6. The maximum score if all questions are answered correctly is 28, and the maximum score obtained is 24 while the minimum score is 6, with the range is 20, the average is 19.71 and the standard deviation is 43.3. The pie diagram of the respondents’ perception on the social competence of the pre-service student teachers:
The score of the social competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of SebelasMaret University is 82.6. The strength of the social competence of the pre-service student teachers is on respecting member of the school, for example the teachers and the staff with the score is 87.91, while the weakness is on working out a closer cooperative with the students, the score is 78.96.

4) The students’ perception on the Professional Competence

The number of questions of the professional competence is 11. The maximum score if all questions are answered correctly is 44, and the maximum score obtained is 41 while the minimum score is 16, with the range is 23, the average is 33.43 and the standard deviation is 6.65. The pie diagram of respondents’ perception on the professional competence of the pre-service student teachers:
The score of the professional competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University is 76.88. The strength of the professional competence of the pre-service student teachers is on their comprehension to answer the question from the students that appropriate with the question with the score is 82.9, while the weakness is on their creativity and criticness to use attractive media and various ways and example for explaining, with the score is 71.04.

Discussion

The pre-service student teachers of English Education Department have good pedagogic competence. The score of their pedagogic competence is 75.021. They teach, evaluate, help the students, give feedback to the students, and create the atmosphere in the class well. They have good comprehension about the teaching material so they can organize and use appropriate materials. They monitor, guide, and anticipate the students’ behaviour. There are 10 questions in the questionnaire which ask about pedagogic competence, more specifically about pedagogic content knowledge of the pre-service student teachers. First, the pre-service student teachers have good structuring knowledge. It is shown in the questions the implementation of teaching learning which is able to grow positive habit and provide various activities to push the learners’ creativity. Second, the pre-service student teachers have good conceptions and knowledge of overcome
difficulties found in the questions asked by students and give teaching material appropriate with the theme and the learners' characteristics, and the ability to help the learners to overcome the difficulties. Third, the pre-service student teachers have good teaching strategies knowledge. It can be seen in the questions of the ability to anticipate the learners' behaviour in the class, the ability to arouse the atmosphere in the class and foster enthusiasm and participation of learners, implement evaluation, give questions spontaneously (dialogue) during teaching learning process, communicate the result of the learners' evaluation and provide feedback of the task. So, the pre-service student teachers have good pedagogical content knowledge which is used to guide their actions in the classroom, as a form of practical knowledge which includes: (a) knowledge of how to structure and represent academic content for direct teaching to learners, (b) knowledge of the common conceptions, misconceptions, and difficulties that learners encounter when learning particular content, and (c) knowledge of the specific teaching strategies that can be used to address learners' learning needs in particular classroom circumstances (Shulman in Rowan et al., 2001: 2-3).

In terms of personality competence, the pre-service student teachers have good attitude to be a good model for students. According to respondents’ perception, the pre-service student teachers of English Education Department are kind, respectful, discipline, good appearance, and they can communicate fluently. The score of the personality competence of the pre-service student teachers of English Education Department is 79.26. The personality competence of the pre-service student teachers of English Education Department is good. The pre-service student teachers are stable, wise, tidy, simple, confident, authoritative, mature, patient, and calm. They have good manners, show good model in acting and communicating with the students, and opened in thinking and acting to accept the criticism, suggestion, and opinion from the others. The pre-service student teachers of English Education Department have good personality, they are: (1) steady and stable personality, especially with regard to the suitability of the action with norms (laws), social norms, happy to work as a teacher and has a consistency in the act, (2) mature personality, which is associated with independence in acting.
as educators and work ethic as an educator, (3) wise personality related to the benefits of the act of teachers for students, school and community and demonstrates openness in thinking and acting, (4) authoritative personality, including positive behavior towards learners, and behaviors that are respected, (5) competent relates to the noble character, which is acting in accordance with religious norms and behaviors that can be followed by learners (Hakim, 2015: 15).

The social competence of the pre-service student teachers of English Education Department is very good, the score is 82.6. The pre-service student teachers of English Education Department act objectively (don’t discriminate) to treat all of the students, give attention to the students, communicate fluently, respect other people (especially to all of the school’s member), adapt themselves easily in the school surroundings, cooperate with the students to solve the problem in the teaching learning process, pay attention to the students’ response and have good attitude and they are flexible in the class and out of class. It is appropriate with the indicators of social competence of teachers: acting objectively or not discriminative against sex, religion, race, physical condition, family background, and socio-economic status, communicating effectively, emphatic and polite manners to other educators, education workers, parent and community, adapting themselves to any assigned places in the region of Republic of Indonesia with different socio-cultures, and having an ability to communicate with similar profession and other profession (Kamis, et al, 2013: 25). The pre-service student teachers of English Education Department have the ability to communicate, to interact effectively with students, to get along with fellow educators, and to get along with educational personnel, as well as the ability to get along with parents/guardians of the students and the community (Hakim, 2015: 5).

The pre-service student teachers’ professional competence of English Education Department get score 76.8. They are good at teaching ability and mastering material. They explain the material clearly, teach appropriate with the steps in lesson plan, ready to implement effective teaching learning, answer the question well, explain and explore the material related with the other concept, critical to solve problems, and extend opinion well. Their method of teaching is
good, appropriate with the students and the topic, so the students can understand the material well. Because they use creative media, the students are not bored in teaching learning process. It means the pre-service student teachers of English Education Department have good professional competence because they understand the teaching materials based on the curriculum, the concepts and linkages with other sciences, master the steps of teaching learning process and a critical review of the teaching materials, and are able to explore and resolve any problems in the class (Hakim, 2015: 5).

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The data analyzed and discussion shows the conclusion about the competence of the pre-service student teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret. Every pre-service student teacher has different competence. Based on the students' perception, they still have some weakness, but mostly the pre-service student teachers of English Education Department have good pedagogic competence, good personality competence, very good social competence, and good professional competence.

The fact that the competence of the pre-service student teachers of English Education Department is good implies that the pre-service student teachers have good skills and knowledge as teachers, such as managing student learning well, using creative method that is appropriate with the students, mastering and explaining teaching material so well, and having good relationship with the students. Through teacher preparation program, the pre-service student teachers develop their teacher professional, skills, and knowledge as teachers. Having good skills, knowledge, and teacher professional indicate that the pre-service student teachers are able to be English teachers in the future, they fulfill the requirement to be a teacher based on the perception of students, they have the skills are needed as described in the survey, and they have the competence needed and are ready to compete in the field work.
Considering the findings of this research, there are some suggestions offered. For Teacher Training and Education Faculty (PPL Unit), they are expected to upgrade preparation agenda for pre-service student teachers, related to preparation of time, material, and strategy. Giving skills to pre-service student teachers about pedagogic, personality, social, and professional competence, can help them to implement teaching practicum well, appropriate with the purpose of teacher preparation program and expectation of school partner. And also correction and control from Teacher Training and Education Faculty in the school partner about pre-service student teachers’ activity are needed, and give sanction to the pre-service student teachers who break the regulation.

For pre-service student teachers, they should prepare themselves and consult with lecturers and teachers about the good material and method so they can teach well and create conducive learning situation by using creative and innovative media. They should learn to understand students’ characteristics, to determine the teaching method and approaches appropriate with the students. And if pre-service student teachers have difficulty in teaching practicum, they should share with teachers or lectures for solving problem together.

For school partner, they should be able to select competent teacher for guiding pre-service student teachers well, and should monitor pre-service student teachers’ activity, to support the implementation of teacher preparation program in order to be well.

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