

Student perspectives toward pre-service teachers competencies

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Abstract— This study aims to determine how students' perceptions of the competence of pre-service teachers in the PPLK program at SMK Negeri 1 Padang. Aspects that are observed in basic educational competencies are pedagogic, personality, professional, and social. This research is descriptive. Observations were made for three years. The population in the study were all class X students of SMK Negeri 1 Padang. Sampling was done using the random sampling technique using Slovin's formula. The findings of the study showed that the average competency of pre-service teachers in the PPLK program at SMK Negeri 1 Padang for three years of observation was in a good category. The research findings recommend that there is a need for improvement in the pedagogical and social fields of pre-service teachers. Teacher readiness to teach will affect the achievement of learning objectives. Besides, social competence is needed to establish communication and interaction between pre-service teachers and teachers in schools and students. There needs to be an improvement in learning related to teaching preparation for pre-service teachers specifically to emphasize pedagogic and social competencies.

Keyword: *Competence, Teacher, Pedagogic, Personality, Professional, Social*

I. INTRODUCTION

Education is an important aspect of human life and is known as a basic need that must be met to support life (Spencer, Tomblin, & Gantz, 2012). Education aims to increase human dignity and to produce higher quality human beings (Sugestiyadi, 2011). Besides, education aims to ensure the implementation and continuity of the nation and state development (Hanafi, 2014). This confirms that education is an important aspect in a country, including Indonesia. Various efforts have been made to improve the quality of education, namely through updating and perfecting the teaching curriculum, improving the quality of teaching staff, student motivation, and the provision of adequate facilities and infrastructure (Tahir, Mustafa, & Yassin, 2009).

The teacher is one of the factors that affect the quality of education (Sugiyanto, Slamet, & Sugiyono, 2016). The quality of a teacher determines the success of his students who will become the nation's successor (Destiana & Utami, 2017). Indonesian government policies are contained in Indonesian Government Regulation Number 19 of 2005 concerning Indonesian National Education Standards, which in essence, every education staff, especially teachers, must have four basic competencies, namely: pedagogical competence, professional competence, personal competence, and social competence. By mastering these four basic competencies, it is hoped that teachers can realize their performance appropriately and effectively as educators (Cohen et al., 2020).

Universitas Negeri Padang (UNP) is one of the educational institutions in the field of education in Indonesia which is tasked with providing guidance and guidance to qualified pre-service teachers. To improve the quality of its graduates, UNP sets the Program Pengalaman Lapangan Kependidikan (PPLK) as a compulsory subject for all undergraduate students. Students of the Faculty of Engineering Department of Mechanical Engineering UNP Mechanical Engineering Education study program is one of the study programs that carry out PPLK in Vocational High Schools (SMK) both inside and outside West Sumatra Province. During implementing PPLK, pre-service teachers interact with students in teaching and learning activities in class. From these interactions arise students' perceptions about the competence of pre-service teachers in carrying out tasks (Sutkin et al., 2017). Every interaction that occurs between two humans will cause perceptions, as well as interactions between students and pre-service teachers as educators (Wilson-Mitchell & Handa, 2016). Perception arises after students as objects see, hear, or feel something then interpret it (Hoogenes et al., 2015). Students' perceptions of student competence as pre-service teachers greatly influence the success of these students in running PPLK (Adri, Jalinus, Ambiyar, Jama, & Giatman, 2020). Based on preliminary observations, many cases state that students' perceptions of PPLK student competence as teacher candidates are still not good. The results of interviews that the author conducted with several students at SMK Negeri 1 Padang, some of them were happy to be taught by PPLK students, some by students who were added ignorant, and some others who felt dissatisfied because PPLK students did not understand the material presented so students could not understand. The readiness of the teacher and the way in which the learning is carried out by the teacher in the classroom is important to pay attention to to achieve learning objectives (Buxton, Phillippi, & Collins, 2015). PPLK students who act as teachers at SMK Negeri 1 Padang must meet the set standards. It is necessary to research the educational competencies possessed by pre-service teachers to determine the weaknesses of teacher education.

II. METHODS

This study uses a descriptive research method with a quantitative approach because the data obtained is in the form of numbers and resolved by statistical counting (Soendari, 2012). The population in this study were all students of class X at SMK Negeri 1 Padang. The research was conducted for three years, namely 2017, 2018, and 2019. Sampling

used Slovin's formula (Rukajat, 2018). The number of samples in this study amounted to 349 class X students at SMK Negeri 1 Padang with various fields of expertise. SMK Negeri 1 Padang in the field of Mechanical Engineering provides 5 opportunities each year for the PPLK pre-service teacher program.

Basic educational competencies are some abilities that teachers must have to reach the professional teacher level (Anwar, 2018). The object under study is the competence of PPLK students as pre-service teachers. The instrument used in this study was in the form of a closed questionnaire whose answers had been grouped. After the data was collected through the research instrument, the editing and data conversion was then carried out, then descriptive statistics were carried out (Soendari, 2012).

III. RESULTS

Data on the competence of PPLK students as pre-service teachers at SMK Negeri 1 Padang were collected through a research questionnaire consisting of 4 indicators, namely pedagogic, personality, professional, and social, which had been tested for validity and reliability. Research questionnaire sheets were given to 349 grade X students at SMK Negeri 1 Padang. The pedagogic, professional, personality and social questionnaires have five alternative answers, namely strongly agree, agree, disagree, disagree, and strongly disagree with the respective answers to scores of 5,4,3,2, and 1 (Nazir, 1988).

A. Pedagogic

Pedagogic indicators consist of educational foundations, lesson planning, learning administration, motivation theory and knowing students, learning evaluation (Schimbeno, Bosle, Stegmeier-Petroianu, Etminan, & Hoffmann, 2019) with 14 statement items. The findings of the study showed that the mean value of pedagogic competence in 2017 was 3.21, in 2018 was 3.45 and in 2019 was 3.36. Student responses assess that prospective teacher is still unable to recognize and provide motivation in the implementation of classroom learning.

B. Personality

Personality competence indicators consist of a foundation of self-confidence, self-concept, responsibility, tolerance, spirituality, creativity, communication, and innovation (Omid, Haghani, &

Adibi, 2018). The number of statement items in this variable is 10 question items. The findings of the study showed that the mean value of personality competence in 2017 was 3.81, in 2018 was 3.45 and in 2019 was 3.62. Student responses to the personality competencies of pre-service teachers who practice teaching at SMK Negeri 1 Padang show good results. Pre-service teachers have confidence and a good attitude in their role as teachers.

C. Professional

Professional competence indicators are mastery of material and learning theory, management of learning and curriculum, mastery of media and technology, development of educational insights (Anwar, 2018) with 8 statement items. The findings of the research showed that the mean value of professional competence in 2017 was 3.58, in 2018 it was 3.57, and in 2019 was 3.43. Students feel that pre-service teachers who are in PPLK at SMK Negeri 1 Padang are quite professional in carrying out their duties as teachers. In the learning process, the teacher can display a professional and serious attitude.

D. Social

Indicators of social competence are social participation, social tolerance, and non-discrimination (Rahim, Anitha, Govindaraj, & Laila, 2017) with 6 statement items. The findings of the study showed that the mean value of social competence in 2017 was 3.46, in 2018 was 3.34 and in 2019 was 3.41. From these results, it was explained that students assessed that pre-service teachers in the PPLK process at SMK Negeri 1 Padang were not fully able to socialize with students. Students feel there is discrimination in the classroom. Teachers tend to pay more attention to smart students.

The results showed that the perceptions of class X students towards the competence of PPLK students as pre-service teachers at SMK Negeri 1 Padang still need improvement in teaching education for pre-service teachers.

According to the students, the objectives of PPLK activities were achieved well by each PPLK student. PPLK activities are teacher training candidates designed to prepare pre-service teachers to master teacher skills so that after completing their education and being appointed as teachers, they are ready to carry out their duties and responsibilities as teachers. From the graph, it can be seen that

pedagogic competence and social competence score low compared to other competencies.

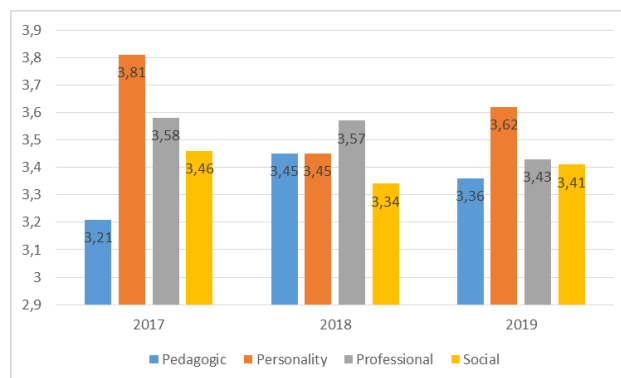


Figure 1. Graph of the percentage of student perceptions of the competence of PPLK students as pre-service teachers

The implementation of the PPLK program as practical teaching training for pre-service teachers in schools is expected to provide experience with real conditions in the school environment. PPLK students' competence in carrying out their duties and responsibilities as teachers after graduation is undoubted because they have mastered basic educational competencies. The results of the research regarding the achievement of basic educational competencies of PPLK students can be seen in Figure 2.

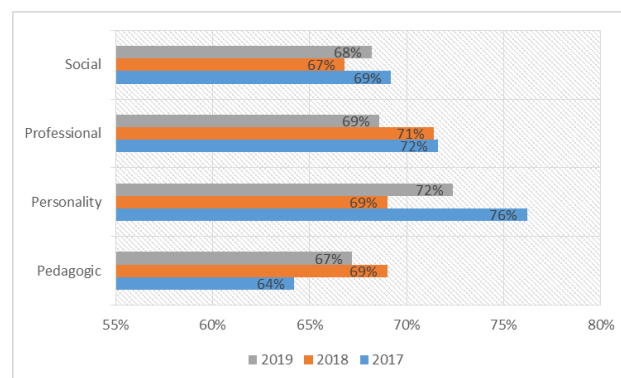


Figure 2. Graph of PPLK student competency achievements as pre-service teachers

The achievement of the four domains of basic educational competencies for pre-service teachers in the PPLK program from the point of view of students at SMK Negeri 1 Padang shows an average pedagogic competence of 67%. The average personality competency is 73%. The average professional competence is 71% and the average social competence is 68%. There are two competencies whose level of achievement is still

below 70%, namely pedagogical competence, and social competence.

IV. DISCUSSION

A person's view of an object or event gives rise to an understanding for the individual which is created from the interaction of the five senses (Anggraini, 2016). PPLK activities are teacher training candidates designed to prepare pre-service teachers to master teacher skills. After completing their education and being appointed as teachers, they are ready to carry out their duties and responsibilities as teachers. From the results of research conducted in 2017 to 2019 at SMK Negeri 1 Padang, the mastery of basic educational competencies by pre-service teachers in the PPLK program is still 70%. Pedagogic competence which is a fundamental competence in education 2017 received a percentage of 64%, in 2018 it was 69%, and in 2019 was 67%. From the instruments provided, students assessed that the pedagogical competence of the Gugu candidates in the PPLK program was still not at an average of 67%. Analysis of instrument items found that pre-service teachers have not been able to carry out each learning step according to the design that has been made. Besides, the design of the learning program that was made was not adapted to the characteristics of students who were in SMK Negeri 1 Padang. The results of this study are the same as the results of Karea research entitled Pedagogic Competence And Indonesian Language Competence Pre-Service Teacher Of Elementary Program explains that the pedagogical competence of prospective Indonesian language teachers is still low (Karea, 2019). The same difficulty for pre-service teachers is the suitability of student characteristics with the design of the learning program (Darnius, 2016). Learning basic educational competencies obtained in lectures is different from the real situation at school. Suhandani and Julia research stated that dominant pedagogical competencies will be obtained based on experience (Suhandani & Julia, 2014). Learning planning for each school will be different according to the background of the student, school, and environment. Learning planning also includes the selection of learning methods to be implemented (Habibullah, 2012). From the results of this study, the curriculum for pursuing special teaching methods requires an additional introduction to the school environment and student characteristics to pre-service teachers. This additional implementation can be done in collaboration with schools that are partners in the PPLK program.

Teachers are a source of basic information and role models for students (Buxton et al., 2015). Personality competencies consist of a foundation of confidence, self-concept, responsibility, tolerance, spirituality, creativity, communication, and innovation (Modi, Anshu, Gupta, & Singh, 2015). A prospective teacher must be able to control himself and be a role model for students. The results of research in 2017 the achievement of teacher candidate personality competencies was 76%, in 2018 it was 69% and in 2019 it was 72%. The average competence of this person is 73%. These results explain that pre-service teachers in interaction with students are confident enough, have a self-concept, and position themselves as teachers in guiding students during learning. The weak indicator in this competence is communicative. Self-matching between pre-service teachers and students requires a long process. The results of this study are similar to the research conducted by Saglam in 2011, explaining that creating a personality as a teacher must be based on experience. As long as you become a teacher, your personality as a teacher will be formed (Huda, 2017).

The profession of a teacher is professional (Fahdini, Mulyadi, Suhandani, & Julia, 2014). Professional competence is mastery of material and learning theory, management of learning and curriculum, mastery of media and technology, development of educational insights (Ningrum, 2009). Analysis of research results in 2017 the achievement of professional competence of pre-service teachers in the PPLK program was 72%, in 2018 it was 71% and in 2019 it was 69%. The average achievement of this professional competence is at 71%. Student responses in professional competence to pre-service teachers in the PPLK program at SMK Negeri 1 Padang have not yet mastered the material presented. Trinova's research in 2012 explained the importance of mastering material for teachers in teaching in the classroom. Mastery of the material will create an effective and fun classroom atmosphere for students (Trinova, 2012).

Learning in the classroom involves teachers and students. The interaction of teachers and students makes communication delivery of learning, this is called social competence. Social competence includes social participation, social tolerance, and non-discrimination (Ashsiddiqi, 2012). The analysis of the results of the research on the achievement of social competence for pre-service teachers in the PPLK program at SMK Negeri 1 Padang in 2017 was 69%, in 2018 it was 67%, and in 2019 it was 68%. The average for this social competence is 68%. Student responses to this social competence are quite

low. Students assess that pre-service teachers in the PPLK program at SMK Negeri 1 Padang are less able to adjust to students. Often there are communication errors between teachers and students. Pre-service teachers have not been able to create conducive and communicative classes. Learning tends to go in one direction. In the 2014 Puluhulawa research, it explained the importance of social relationships between teachers and students in the classroom. Important interactions in learning. The teacher must be able to create a communicative classroom to create a pleasant learning atmosphere (Puluhulawa, 2014).

The Mechanical Engineering Education study program provides training to become a teacher in several educational courses. The PPLK program aims to provide teachers with a real-world experience of education. The experience in the PPLK program is expected to increase readiness to become a teacher. The results of this study indicate the achievement of basic educational competencies possessed by pre-service teachers who practice the field at SMK Negeri 1 Padang. The Mechanical Engineering Education study program as a medium for producing teacher candidates must emphasize four basic educational competency concepts so that pre-service teachers are skilled as professional teachers (Musfah, 2012). Increasing competencies that get low-performance scores can be done by observing the target school before implementing the PPLK program for pre-service teachers and this is implemented in debriefing activities for pre-service teachers in the study program.

V. CONCLUSION

The PPLK program provides real experiences to pre-service teachers. Mastery of four basic educational competencies is very important in creating conducive learning. The mean of students' views on feeling pedagogic competence was at the percentage of 67%, personality competence 73%, professional competence 71%, and social competence was 68%. The low achievement of pedagogic competence results in the readiness of pre-service teachers in carrying out learning. The low achievement of social competence resulted in an uncommunicative learning atmosphere. To solve the problem of the mechanical engineering education study program, the prospective teacher must give the task of monitoring and introducing the target school before implementing the PPLK program for pre-service teachers.

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