

Students' Teaching Competency Preparedness in Attending Field Experience Practice (PPL)

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Abstract

This research focuses on the readiness and the lack of students' competence as pre-service teacher in dealing with field experience practice (PPL). The research was carried out using a mix method. Researchers develop research designs using qualitative method first, and then explain the findings obtained more comprehensively using qualitative method. The results of quantitative research were obtained through questionnaires, while qualitative data were obtained through interviews and literature studies. The results of the study show that the low competence of students is in three domains, that are 1) mastery of making learning tools, 2) determining learning strategies and models, and 3) mastering materials.

Keywords: Practice field experience (PPL); students competence; UKG



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INTRODUCTION

Education is one of issues needing special attention in Indonesia. The quality of learning in Indonesia has not performed optimally and evenly. Therefore, education is one of 17 (seventeen) Sustainable Development Goals (SDGs). The result of *Program for International Student Assessment* (PISA) shows that reading, mathematical and scientific competencies decrease (*Subdirektorat Statistik Pendidikan dan Kesejahteraan Sosial* [Sub Statistic Directorate of Education and Social Welfare], 2020). Data can be seen in table 1. As the measure to improve PISA value, the Minister of Education and Culture, Nadiem Makarim, prepares five strategies, one of which is related to the transformation of teacher professionalism education (Kasih, 2020).

Table 1 Result of PISA Indonesia

Competency	Mean score of PISA (Year)			
	2012	2015	2018	2020
Reading	2,3	38	38	58
Mathematics	5	37	38	79
Science	2	38	40	96

Source: (Purwasih, 2020)

Teacher is a very important component in education. Teacher is an individual who plans learning, implements learning process, assesses, and guides the students. The main role holder in teaching and learning activities is the teacher (Ulfah, 2018). Consequently, teacher contributes very considerably to determining the quality of education. Therefore, a teacher should master competencies as a professional educator. It is corresponding to Republic of Indonesia's Law Number 19 of 2005 about National Standard of Education, particularly Article 28 Clause 1, mandating that an educator is required to have academic qualification and competency as the agent of learning. However, data of Teacher Competency Test (TCT) result in 2019 shows that 70 percents of teacher in Indonesia obtains UKG value below 80. It means that only 30 percents of Indonesian teachers are competent. The fact that majority teachers have UKG score below 80 indicates that the teachers have not developed teaching performance or competency maximally yet. Even many teachers are assumed to have not understood fully their profession (Sekretariat GTK, 2019). This fact should be the point to consider and to reform. The quality of education in Indonesia should be reformed continuously, but the development of teacher competency has not been met satisfactorily in Indonesia. Moreover, education is faced with Covid-19 pandemic require the teacher to update the competency owned. The change of traditional learning in the class into Long Distance Learning (LDL) due to Covid-19 pandemic requires the teachers to have digital competency. The development of a teacher's digital competency is no longer an option, but an obligation (Ramadhan, Sukma, & Indriyani, 2019). In fact, pre-service teachers graduated from college have not had adequate digital competency yet (Reisoglu & Cebi, 2020), (Gudmundsdottir & Hatlevik, 2018), (Tondeur, van Braak, Siddiq, & Scherer, 2016).

Indonesian government through Minister of Education and Culture attempts to deal with social, cultural, work realm, and technological changes in industrial revolution 4.0 era by issuing the policy "*Merdeka Belajar-Kampus Merdeka* (Freedom to Learn - Independent Campus)". Such policy is implemented in the attempt of creating prepared and competent students (Ministry of Education and Culture, 2020). The problem also attracts colleges or universities' attention, particularly the organization of field study education (Pratiwi, Purwasih, Rozakiyah, & Apriyadi, 2021). College is the first place to correct the problem related to teaching competency of pre-service teachers. It is in line with Sukmawati (2019) stating that preparation made by a pre-service teacher begins with attending the lecturing in college. College has an obligation to prepare the competency of pre-service teachers through both theoretical and practical courses. Preparation that should be made by a teacher, according to Maipita and Mutiara, involves the learning material mastering ability, physical and mental abilities (Maipita & Mutiara, 2018). College or university is the place where students learn soft skills and hard skills expectedly supporting their activity of seeking job. However, many college graduates find job difficultly due to inadequate competency (Purwanti, 2021). From the result of previous studies (Hapsari & Widhianningrum, 2016), it can be seen that students could not deal with the class well in implementing Field Experience Practice (thereafter called PPL) because they prepared inadequately the learning procedure and the learning material. In addition, studies conducted by Khoirunnisa, Suwarni, & Yarmaidi, (2015), Idrius, Triansyah, & Yunitaningningrum (2016), and Mustafa (2020) found that the problems faced by PPL students are primarily: 1) poor competency in applying idea to create learning circumstance and media, 2) inadequate flexibility in interacting with students, 3) not mastering teaching skill, 4) poor mastery of creating learning design (RPP), and 5) incapable of integrating learning materials. The fact that students have not been prepared should be highlighted. Students' preparedness to be professional teachers is very important because, their preparedness can minimize the error in

undertaking their profession. Pre-service teachers' preparedness highly determines the quality of teacher later, so that the more quality the teacher, the more quality is the education. Thus, some improvement should be made from basic unit, college level. Therefore, the author is interested in studying the preparedness and the cause of students' low competency mastery in attending PPL. This research aims to find out the factors causing the students' poor competency as pre-service teachers in implementing PPL and finding solution to cope with the poor competency of pre-service teachers.

LITERATURE REVIEW

Teacher professionalism is a factor affecting the quality of learning. Teacher with qualified professionalism will be able to improve the students' cognitive, psychomotor, and affective domains (Bakar, 2018). A professional teacher will has competency to support the learning. Competency is an individual's ability of doing something obtained through both education and training (Sahertian & Sahertian, 2000). Therefore, competency is an adequate ability an individual has to do a job obtained through education and training. So, the teaching competency intended is something the teachers should have and master at any level of education. Competency is useful for teachers to develop their profession as good educator. Teachers can control and cope with any difficulties in doing their obligation as educators when they have good competency. Additionally, they will understand and be aware of their duty and obligation as educators, corresponding to the demand they should meet (Susilowati, Sutanto, & Daharti, 2013).

A teacher should have at least four teaching competencies: pedagogic, personality, social, and professional, according to the Law No. 14 of 2005 about Teachers and Lecturers in Article 10 clause 1 ("*UU No.14 Thn 2005 - Guru Dan Dosen [Law No.14 of 2005 - Teacher and Lecturer]*," n.d.). Pedagogic competency is a teacher's ability of managing the learning. The ability a teacher should have includes understanding the students, designing and implementing the learning, evaluating the learning outcome, and developing the students. Personality competency includes teachers' ability of being well-established, stable, mature, wise, and prestigious person, being role model to students and having noble character. Professional competency includes teachers' ability of mastering learning material broadly and in-depth, thereby enabling to guide the students corresponding to the standard educational competency. Social competency is a teacher's ability as the part of society as indicated with the ability of communicating and interacting with students, all teachers, and teaching staffs, students' parents/guardians, and surrounding people. A PPL teacher should have the four competencies in order to create a joyful learning. A joyful learning will affect students' interest and motivation in the learning process (Wahyudi, 2012). There is a positive significant relationship between pedagogic competency and professional competency of PPL teachers in improving the students' learning motivation. Thus, the better the pedagogic and professional competencies of PPL teachers, the better is the students' learning motivation (Santika, Darmawiguna, & Santyadiputra, 2018). Therefore, the teaching competency is fundamental to students who want to have career as professional teachers.

RESEARCH METHOD

This research employed *Mix Method*. Mix method is an approach implemented through collecting qualitative and quantitative data. Both data are integrated to acquire richer and complementary understanding (Cresswell, 2014: 4). *Mix method* was chosen in the attempt of finding out the inter-

variable relation and to interpret and to draw a conclusion from the data obtained. The *mix method research* developed was *explanatory sequential mixed method*. In this study, the research design developed quantitative research first, and then explained the data found more in-depth using qualitative research (Cresswell, 2014: 15-16). This research focused on the preparedness of 2018-generation Students in Department of Sociology of UM in attending the field experience practice. The result of quantitative research was obtained through distributing questionnaire, while qualitative data was obtained through interview and library study. Questionnaires were collected from the 2018-generation of Sociology students who are implementing and will implement PPL through Google form. The result of questionnaire was measured using Likert scale and completed by 41 students.

Case Processing Summary

		N	%
Cases	Valid	41	100.0
	Excluded ^a	0	.0
	Total	41	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.918	.920	14

SPSS data shows that the questionnaire items are valid. Meanwhile, the reliability of table regarding the data above indicates that viewed from N of items, there are 14 items with Cronbach's Alpha of 0.918. It indicates that the score of reliability test is higher than 0.80; thus, it can be concluded that the fourteen question items have strong reliability. The fourteen question items of questionnaires distributed are related to professional and pedagogic competencies the students should have in planning the learning for PPL activity. Meanwhile, the interview was conducted with 8 (eight) Sociology students in the 2018 generation who are currently attending and will attend PPL. Considering the result of data obtained from questionnaire distribution, students were worried with at least three matters in the topic of students' competency planning readiness in facing PPL. The three matters are: developing learning set, strategy, and teaching method, and material mastery and development as teaching material. These matters are then developed into 10 semi-structured question items, so that the qualitative data can support quantitative data that have been obtained in-depth and comprehensively.

FINDINGS AND DISCUSSION

1. Obstacles in preparing PPL

Field Experience Practice (PPL) is one of programs implemented by campus to create and to build students' professional competencies as pre-service teachers. The implementation of PPL is intended to enable the students to obtain competencies relevant to teachers' duty. The competency intended is related to learning, training, and facilitating (Hapsari & Widhianningrum, 2016). Students acquire teaching competency through attending educational (pedagogical) course. Students are obliged to attend some certain courses before taking PPL. The courses are given to equip them to teach. Thus, the students are expected to have mastered teaching competency before implementing PPL. Regarding this, students often found some obstacles in preparing the implementation of PPL. The problems with the preparation of PPL implementation found by the author are as follows:

a. Developing Learning Set

The skill of preparing learning set is very important to a teacher. Learning set functions as an instrument to facilitate a teacher in implementing the learning process. Students' characteristics and school environments are varying, so that teachers are expected to be able to develop RPP (Learning Implementation Plan) independently. However, PPL students still find some difficulties in preparing learning set. This condition can be seen from figures 1 and 2.

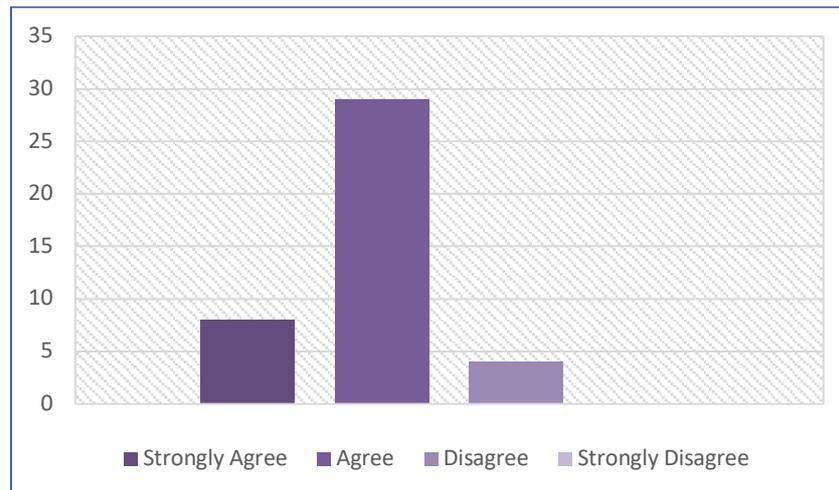


Figure 1 Ability of Designing RPP

About 9.8% of students have not been able to prepare RPP yet. But, although most students admit that they have been able to prepare RPP, they still find difficulties in preparing it. Students are often found to duplicate preexisting RPP. Considering the result of interview, it can be seen that students have not been sure whether or not the RPP they have prepared has been correct. It is because the students understand poorly the good and right standard of RPP. Students have not understood yet the function and the application of Bloom's taxonomy. Consequently, students have not understood how to lower Main Competency (KI) and Basic Competency (KD) in RPP to be the appropriate indicators. Additionally, when attending the learning strategy and design course, lecturers explain the materials inadequately and do not give feedback to the assignment done. Thus, students cannot identify the error made in preparing RPP.

"The explanation given by lecturers is less understandable. In addition, lecturers have never given feedback when giving such assignment as preparing RPP, assessment instrument and other duty. So, I do not know whether the RPP or other instruments I have prepared is correct or not".

"Actually I do not understand what the appropriate RPP is. So, when preparing RPP, I just copy some texts from internet and edit them. Even I cannot prepare it independently from the beginning".

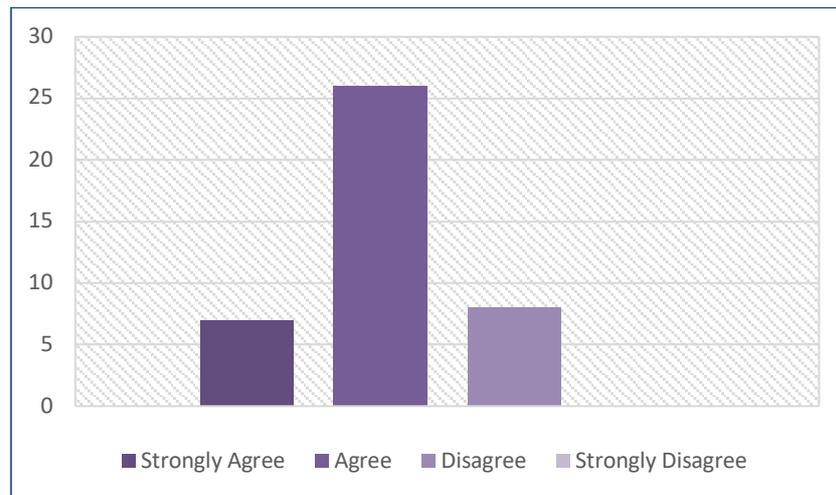


Figure 2 Ability of Preparing Evaluation Instrument

Additionally, students still find difficulty in preparing the learning instrument. About 19.5% of students have not been able to prepare evaluation instrument yet. Meanwhile, evaluation is an important point in the learning. Evaluation is useful to be the indicator of students' success in attending the learning in the class. Therefore, teachers should obligatorily know how to prepare an objective learning evaluation instrument. When pre-service teachers are assigned to prepare the learning evaluation instrument, they tend to copy it from internet source, book, or other sources. They will find difficulty in developing the evaluation instrument independently. Besides, they have not understood yet the non-test evaluation standard. Thus, the instrument tends to be prepared using the preexisting one.

"I usually find the problem relevant to the material in internet or books, and then edit it"

"I understand poorly the objective non-test evaluation standard. So, I find difficulty to determine the indicator of evaluation or assessment"

b. Setting up Learning Strategy and Method

Learning strategy and method are the references the teacher can use to condition the class. As an educator, a teacher should establish good relation with students and condition the class. It is related to the achievement of learning objective in the class. Therefore, the ability of setting up effective and efficient strategy and effective in the class is the competency a pre-service teacher (who will do or is doing PPL) should have obligatorily. However, the author's data shows that 39% of students have not mastered learning strategy and method. Students find difficulty in deciding on what learning strategy and model are appropriate. The limited mastery of learning strategy and model also makes the students decide on difficultly the appropriate strategy to use. The

students also find difficulty in conditioning the class corresponding to the strategy applied.

"It is difficult because typical characteristics of students in the class are varying, so it will be confusing to decide on learning strategy and model to use. I worry that the model will be compatible to one class but uncertainly compatible to other classes. It is because the learning strategy in one RPP is used for several classes".

"I have limited knowledge on learning strategy and model, so I tend to prepare learning strategy and model monotonously. And I find difficulty in determining strategy based on the material".

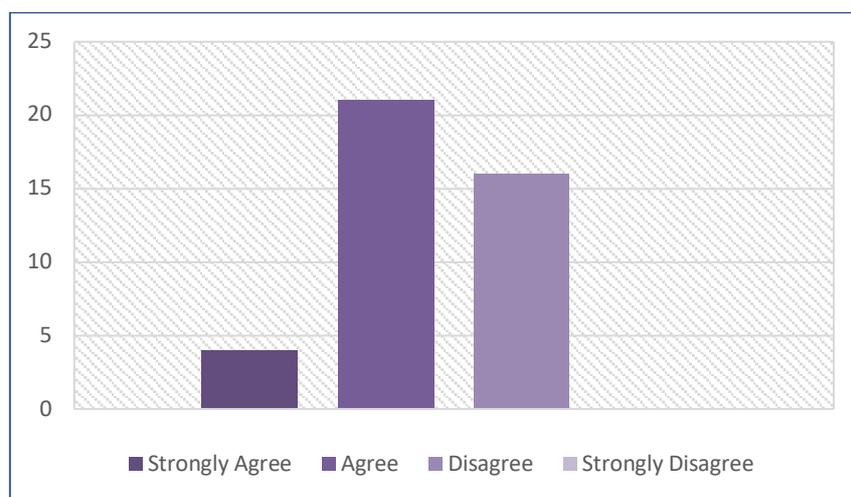


Figure 3 The Mastery of Learning Strategy and Method

c. Material Mastery

The mastery of a material is a basic weapon to a teacher. It is related to the knowledge to be transferred to students. Therefore, a teacher should master the learning material broadly, in order to achieve the learning objective better. If a teacher masters poorly or even does not master the learning material, any problems will occur in the learning process. Although the mastery of learning material is an obligation to a teacher, some pre-service teachers still have not understood it yet.

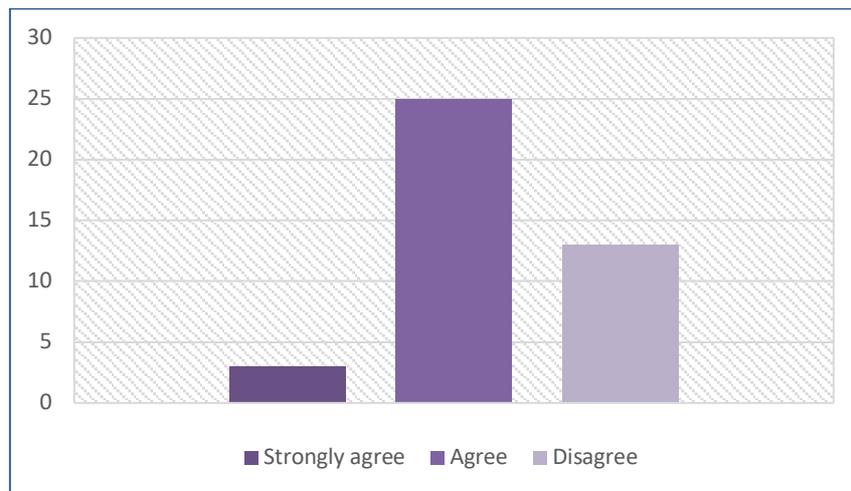


Figure 4 The Mastery of learning material structure, basic concept, and mindset

Considering the result of research, about 31.7% of students have understood the learning material. Meanwhile, learning material is the competency a teacher should have obligatorily. It is because material is one of basic goals in the learning implementation. A teacher's material mastery will contribute to optimizing the absorbability of knowledge to a student. In some students, the material mastery is achieved difficultly because students graduated from Science Major in Senior High School. In addition, students also find difficulty in developing and processing the material creatively in Senior High School students' language. It is confirmed with the result of survey as shown in Figure 5. About 24.4% of students feel incapable of developing the learning material. Most students should reread the learning material before conducting a teaching activity process.

"I took Science Major in Senior High School and I do not understand the Sociological Material of Senior High School, so if I should teach the material, I should have looked for the material and learnt it first before teaching it"

"I understand the basic material of Sociology, but I can not teach it directly. I should repeat first the material to be taught".

"I find difficulty in developing and processing the material in the language compatible to Senior High School students' language"

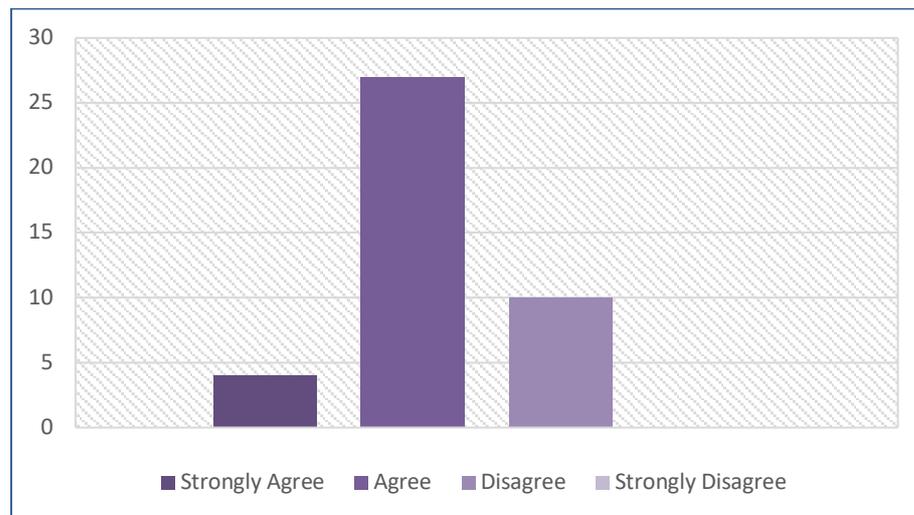


Figure 5 The Mastery of Material Development

2. Learning Reflection

Students acquire their teaching competency during the lecturing activities. This process is related to the relationship between lecturers and students in the learning activity. The lecturers design the lecturing material so far using lecturer-oriented method. Meanwhile, the learning process cannot run effectively if the lecturers focus on their own lecturing design (Purwasih, 2020). Additionally, lecturer still has some weaknesses as an instructor. It can be seen from the students who find difficulty in understanding the development of RPP components. Therefore, lecturers can make some change to the teaching design such as discovery learning. The learning can be implemented in three stages: information understanding, information processing, and evaluation (Bruner, 1999). Discovery learning enables the students not only to remember the material taught by lecturers but also to find out new ways and ideas. Students are directed to construct their own experience through experience in order to find the principles, like the one in experiment (Rahman, 2017). The process forgotten most frequently by lecturers is giving feedback to the assignment submitted by students. Meanwhile, the mastery of learning material, strategy, and method is correlated positively to RPP development. It means that the better the teachers' mastery of learning material, strategy, and method, the better is the RPP developed and implemented in the school. Otherwise, the poorer the teachers' mastery of learning material, strategy, and method, the poorer is the RPP developed and implemented in the school. Thus, RPP developed and to be implemented in school will have poor yield. See the author's finding as shown in figure 6.

Correlations

		membuat_RP P	mengusai_m ateri	penguasaan_ strategi_dan_ metode
membuat_RPP	Pearson Correlation	1	.317*	.518*
	Sig. (2-tailed)		.044	.001
	Sum of Squares and Cross-products	11.610	3.976	7.171
	Covariance	.290	.099	.179
	N	41	41	41
mengusai_materi	Pearson Correlation	.317*	1	.607**
	Sig. (2-tailed)	.044		.000
	Sum of Squares and Cross-products	3.976	13.561	9.073
	Covariance	.099	.339	.227
	N	41	41	41
penguasaan_strategi_da n_metode	Pearson Correlation	.518**	.607**	1
	Sig. (2-tailed)	.001	.000	
	Sum of Squares and Cross-products	7.171	9.073	16.488
	Covariance	.179	.227	.412
	N	41	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6 Korelasi Pembuatan RPP dengan penguasaan materi dan penguasaan strategi dan metode pembelajaran

In data elaboration, students mention that no feedback given to the assignments they have submitted makes them understand poorly the material. Students expect feedback to each of assignment they have done. Feedback provides information on students' learning outcome and performance. Through feedback, students can fill in the gap of competency they have currently with the competency they want (Bulut, Cutumisu, Aquilina, & Singh, 2019). Students expect the repetition of Senior High School sociological material entirely. The material repetition is expected to be a reference and to strengthen the knowledge of students as pre-service teachers when they should teach. The repetition of all materials likely becomes a problem in the learning in the class. It is related to the duration of lecturing allocated. Therefore, lecturers can provide module of Senior High School sociological material to support the learning process. Thus, module can substitute for the learning time not accommodated by the learning in the class (Purwasih, 2020). In addition, the administration of department as the organizer of study program should create mapping program for pre-service teachers in order to create high-quality teachers. Study program can collaborate with some schools to be the location of observation for the students before participating directly in the teaching activity as the teachers. As such, students can obtain an illustration about what a teacher should do during PPL (Field Experience Practice).

CONCLUSION

PPL activity is the one to evaluate and to improve the teaching competency of pre-service teachers. PPL implementation is expected to make students prepared to be competent instructor after they have graduated. The teaching competency of 2018-generation Sociology students is still low, thereby requiring the improvement in the quality of pre-service teacher's resource. It is intended to prepare the graduates to be professional educators. Therefore, some improvements are required in the learning model in the campus in order to create the competent or qualified pre-service teachers. Study program should conduct learning evaluation on both students and lecturers. Evaluation is used as an instrument to improve the learning process in the campus. Thus, the graduated students will have necessary competencies. Lecturers can provide the learning model needed by students as the reference in preparing the learning set or instrument.

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