

TEACHER COMPETENCY READINESS IN THE SCHOOLING FIELD INTRODUCTION PROGRAM FOR STUDENT INTERNSHIPS

Ghasa Faraasyatul 'Alam, Bambang Budi Wiyono, Burhanuddin and Muslihati

State University of Malang, Malang

ghasa.faraasyatul.2201329@students.um.ac.id; bambang.budi.fip@um.ac.id;

burhanuddin.fip@um.ac.id; muslihati.fip@um.ac.id

Abstract: This study aims to analyze students' readiness for apprentice teacher competence in an introductory schooling program implemented in educational units. The research method used is a quantitative method with factor analysis and surveys in order to obtain informative and appropriate data analysis results according to actual field events. The number of respondents taken in the study was 120 students and analyzed using the IBM SPSS Statistics 22 program. The steps in this quantitative research included conducting a search for literature studies through reputable sources, the process of collecting data by distributing questionnaires to respondents, analyzing research data in depth, and draw conclusions. The research results obtained based on the readiness of students to become apprentice teachers through the school field introduction program include: a.) readiness of apprentice students in pedagogic competence is 39%; b.) readiness of apprentice students in personality competence is 25%; c.) readiness of apprentice students in professional competence is 12%; and d.) readiness of apprentice students in social competence is 24%.

Keywords: Teacher competency readiness, schooling field introduction, student internships

INTRODUCTION

The world of education requires quality human resources from the nation's children which are also directly proportional to the quality of these institutions. The higher education level in the main system which is related to students in the school field introduction program is becoming increasingly crucial (Sunaryo et al., 2020). In such a context, this has become a recent condition in higher education where the quality of prospective teachers is increasing in relation to teaching competence in the current 21st century. Competencies related to the preparation of students to take the field introduction program in schools are pedagogic competence, personality competence, professional competence, and social competence.

Young teachers who are born from students at tertiary institutions themselves can be called the relay of quality education. According to Adri et al. (2020) students as professional teacher candidates must have various kinds of competencies that have been prepared carefully and well since they were in college. This kind of phenomenon occurs a lot in the field, especially when implementing the schooling field introduction program. In the process of becoming a teacher in an education unit, you must prepare good and correct teaching, effective classroom conditioning, mentality when carrying out the teaching and learning process, and evaluation of learning to assess results learn their students.

In the research conducted by Nursusanto & Yuniarti (2019) the teacher, it was shown that the analysis of teaching competency mastery was still with a percentage of 71.45%. Even though competence is the foundation of a teacher in carrying out learning activities in a

conducive and professional manner. The need for the development of teacher skills must be honed from the time students program school field introduction courses so that their material and insights about the world of education are wider so that they feel ready to become a teacher completely in accordance with existing educational standards.

Such problems make it important to increase teacher competence for 21st century educators and effective education management in order to develop readiness for sustainable professionalism (Sururi, 2020). This can be done by holding training activities to prepare students as prospective teachers to be able to improve their teaching competencies. Students must master continuous teaching skills to get the ideal teacher professional in the 21st century. The things that need attention include active learning with a variety of the latest models, the application of learning strategies that are adapted to the conditions of the educational unit, continuous professional development of teachers, and other 21st century educator competencies that can support optimal learning activities (Yue & Ji, 2021).

METHOD

The method used in this study is quantitative by applying survey-type factor analysis to obtain representative data analysis results. The stages of this quantitative method are preliminary studies through various kinds of literature, distributing questionnaires to obtain actual research data, conducting data analysis to find out research findings, and drawing conclusions. The analysis technique utilizes the IBM SPSS Statistics 22 program with a total of 120 samples of respondents from students who will take part in an internship program in an introductory school field course. This initial analysis can be a reference for further research development. As for the location of this research, it is located at the Faculty of Computer Science at Brawijaya University, Malang City. For more details, the conceptual framework that starts with the schooling field introduction program where research wants to analyze teacher competency readiness for student internships through various aspects including pedagogic competence, personality competence, professional competence, and social competence.

FINDINGS AND DISCUSSION

The research conducted obtained four results of an analysis of the readiness of apprentice students in the school field introduction program with several teaching skills such as pedagogic competence, personality competence, professional competence, and social competence. Figure 2 shows the results of the analysis of communalities on teacher competency.

Communalities

	Initial	Extraction
Pedagogic Competence	1.000	.742
Personality Competence	1.000	.706
Professional Competence	1.000	.829
Social Competence	1.000	.663

Extraction Method: Principal Component Analysis.

Figure 1. Communalities on Teacher Competency

Figure 2 shows that the results of the analysis of communalities on teacher competency contained in the extraction are pedagogic competence $0.742 > 0.50$, personality competence $0.706 > 0.50$, professional competence $0.829 > 0.50$, and social competence $0.663 > 0.50$.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.819	45.463	45.463	1.819	45.463	45.463	1.787	44.681	44.681
2	1.121	28.032	73.496	1.121	28.032	73.496	1.153	28.814	73.496
3	.579	14.483	87.979						
4	.481	12.021	100.000						

Extraction Method: Principal Component Analysis.

Figure 2. Total Variance Explained on Teacher Competency

Figure 3 shows that the results of the total variance explained on teacher competency analysis have formed two factors. This can be seen from the initial eigenvalues for the first component yielding 45.463% and the second component yielding 28.032% so that the total cumulative value is 73.496%.

	Component	
	1	2
Pedagogic Competence	.612	-.606
Personality Competence	.839	-.048
Professional Competence	.325	.851
Social Competence	.797	.168

Extraction Method: Principal Component Analysis.
a. 2 components extracted.

	Component	
	1	2
Pedagogic Competence	.727	-.463
Personality Competence	.830	.131
Professional Competence	.138	.900
Social Competence	.743	.333

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

Figure 3. Component Matrix on Teacher Competency

Figure 4 shows that the results of the analysis of the component matrix on teacher competency have two factors formed from four aspects. The first factor formed consisted of pedagogic competence 0.727, personality competence 0.830, and social competence 0.743. Then for the second factor that is formed consists of professional competence 0.900. The results of the analysis on the readiness of apprentice teacher pedagogic competence aspects can be seen in Figure 5.

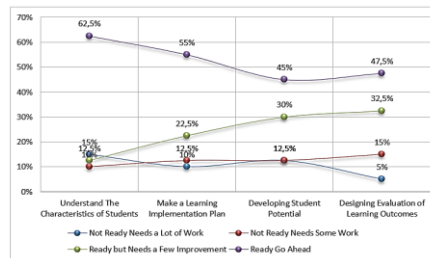


Figure 4. Readiness of Apprentice Teacher Pedagogic Competence

Figure 5 shows that the results of the analysis of the readiness of apprentice teacher pedagogic competence in the ready go ahead category to understand the characteristics of students is 62.5%. The make a learning implementation plan indicator has a percentage of around 55%. Then for developing student potential in the ready go ahead category as much as 45%. Meanwhile, the designing evaluation of learning outcomes indicator has a percentage of 47.5%. It can be said that the highest level of readiness of apprentice teacher pedagogic competence is understand the characteristics of students. The results of the analysis on the readiness of apprentice teacher personality competence can be seen in Figure 6.

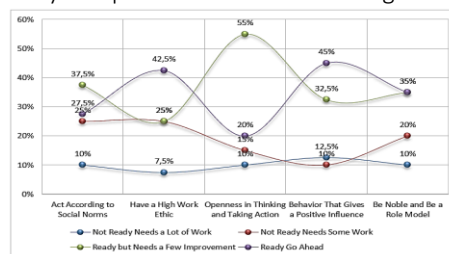


Figure 5. Readiness of Apprentice Teacher Personality Competence

Figure 6 shows that the results of the analysis of the readiness of apprentice teacher personality competence in the ready go ahead category for the act according to social norms indicator has a percentage of 27.5%. Then for the indicator of having a high work ethic it looks like it has a percentage of 42.5%. In openness in thinking and taking action, the percentage is 20%. Meanwhile, the behavior indicator that gives a positive influence has a value of 45%. The last indicator is be noble and be a role model, which has a percentage value of 35%. When viewed

as a whole, the highest level of readiness of apprentice teacher personality competence is an indicator of behavior that gives a positive influence. The results of the analysis on the readiness of apprentice teacher professional competence aspects can be seen in Figure 7.

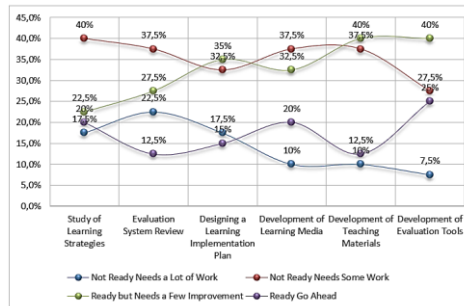


Figure 6. Readiness of Apprentice Teacher Professional Competence

Figure 7 shows that the results of the analysis of the readiness of apprentice teacher professional competence in the ready go ahead category for the first indicator of study of learning strategies is 20%. The evaluation system review indicator has a percentage value of 12.5%. Next is the indicator of designing a leaning implementation plan of 15%. As for the development of learning media, it has a percentage value of around 20% which is the same as the first indicator. The value of the development of teaching materials indicator is 12.5% which is the same as the second indicator. The last indicator is the development of evaluation tools which has a percentage of around 25%. Therefore, it can be seen that the highest level of readiness of apprentice teacher professional competence is in the development of evaluation tools. The results of the analysis on the readiness of apprentice teacher social competence aspects can be seen in Figure 8.

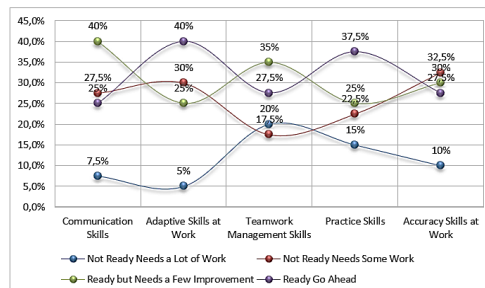


Figure 7. Readiness of Apprentice Teacher Social Competence

Figure 8 shows that the results of the analysis of the readiness of apprentice teacher social competence in the ready go ahead category for the first indicator on communication skills has a percentage value of 25%. Then for adaptive skills at work it has a percentage of around 40%. The difference in the teamwork management skills indicator for the percentage value is 27.5%. Meanwhile, in practice skills, the percentage is 37.5%. The last indicator is accuracy skills at work which has a percentage of 27.5%. The highest level of readiness of apprentice teacher social competence is in the indicator of adaptive skills at work. As for the results of the analysis of the four aspects of student readiness to become apprentice teachers in the school field introduction program based on their competence, it is summarized in Figure 9.

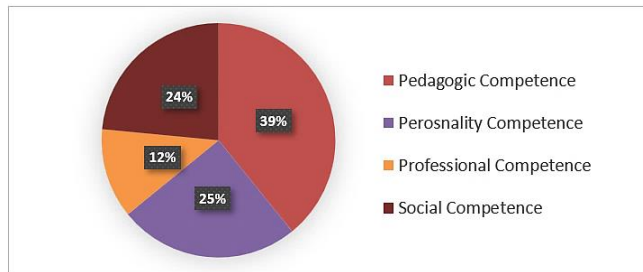


Figure 8. Student Satisfaction Level on Lecturer Performance

Figure 9 shows that the results of the analysis of the readiness of apprentice students to become teachers with the highest percentage are aspects of pedagogic competence of 39%. The second highest percentage is in the personality competence aspect of 25%. Then for the third order aspect is social competence with a percentage of 24%. Meanwhile, the aspect of professional competence ranks lowest when compared to others, around 12%. It can be said that the highest readiness of apprentice students to become teachers is pedagogic competence, while the lowest and needs to be improved is the aspect of professional competence.

Readiness is the ability of everyone to be able to start teaching well, especially in terms of teacher competency readiness which is considered very efficient in carrying out teaching instructions so that teaching and learning activities become more efficient. According to Sulaiman et al. (2017) there is a significant positive relationship between readiness and teaching competence where there is a high level of creativity in each teaching process for prospective teachers. In line with the findings from Rini et al. (2021) competence that exists in a teacher is needed with reference to national standards and functions in Indonesia, because this can provide an overview of the readiness of teachers to carry out minimal competencies in certain educational units that have something to do with their role as educators. quality.

The quality possessed by a teacher determines the reform process in the world of education globally and as a whole. In the scientific work done by (Kusumaningtyas et al., 2020) said that the Ministry of Education and Culture in Indonesia has prepared various schemes to be able to achieve the best quality success from these teacher competencies, the Ministry of Education and Culture also hopes that all study programs in tertiary institutions can fulfill the competency of prospective teachers in four aspects including pedagogic, personality, social, and professional. Teachers who are considered capable of adapting and feeling ready to be able to deal with all kinds of changes will succeed in providing a real balance to increase competence in students (Cahyono et al., 2021).

Change is a very important factor in relation to the teaching profession, because in fact in the world of education teachers must be able to deal with continuous changes quickly. Models that can be used to measure the level of teacher readiness to become teachers who have quality teaching competencies can have implications for the importance of teacher readiness to turn into competent teachers who have a major role in educating students and achieving their achievements indirectly (Ramanan & Mohamad, 2020). The findings indicate that the readiness of the professional competencies of prospective teachers creates a responsibility for quality improvement in the teacher's field of expertise professionally. Alfaton & Rahman (2021) in their research suggests that in order to increase the professional competence of teachers it is necessary to make policies related to providing teacher training such as holding seminars, multidisciplinary training, and giving awards to educators who also stand out in their achievements and give teachers the freedom to can develop himself in a better direction by continuously referring to improving his abilities and potential professionally.

In order to be able to improve the professional competence of a teacher in the process of developing abilities there are main components including learning related to educational technology knowledge, the level of utilization and application of innovative technology in teaching and learning activities, the use of more innovative teaching models, the use of learning tools interactive activities, developing activities to strengthen cognitive, self-awareness and professional self-expression, developing personal qualities, and having the ability to continuously create unlimited creativity (Gaynazarova, 2020). Educators' awareness of self-development on a regular basis and the existence of in-service training which is felt to have a positive and efficient impact is one of the key factors in being able to improve professional competence which is still low (Sun & Sihes, 2020). Research conducted by Andrisyah & Ismiatun (2021) says that support from the government and educational institutions plays an important role in improving the professional competence of teachers, this can be in the form of training can reach all teachers to be able to prepare and face the challenges of the era of society 5.0.

Efforts to develop teacher professionalism can take the form of teacher support to build understanding of computational thinking in general and the meaning in it for their disciplines, alignment with the needs of teachers related to content and teaching so that it can support teacher success in implementing teaching and learning activities with experience learning that is also integrated into thinking about the future of education, providing ongoing support to students in a professional manner according to their needs so that the future of education is more sparkling (Caskurlu et al., 2021). This has the impact and consequence that the professional competence of a prospective teacher can continue to develop if tertiary institutions provide facilities and space for knowledge transfer training related to their preparation to become professional teachers in their fields. In line with research conducted by Sumarni et al. (2019) that from a national survey it was found that 59% of teachers with professional competence who could be said to be good in the future would be able to provide good learning experiences to students so that this could have an impact on student learning outcomes in educational units.

CONCLUSION

The conclusion of this study is the readiness of apprentice students in pedagogic competence by 39%, the readiness of apprentice students in personality competence by 25%, the readiness of apprentice students in professional competence by 12%, and the readiness of apprentice students in social competence by 24%. If seen from the results of this analysis, the readiness of students to carry out the school field introduction program in educational units is highest in terms of pedagogic competence. Meanwhile, the readiness aspect of professional competence needs to be increased again, because it gets the lowest results when compared to other aspects of teaching competence. Therefore, apprentice students must be fostered and given special training related to their readiness to carry out school field experience programs so that they can become professional teachers in their respective fields.

REFERENCES

- Adri, J., Jalinus, N., Ambiyar, A., Jama, J., & Giatman, M. (2020). PENGARUH KESIAPAN MENGAJAR TERHADAP SIKAP MENGAJAR CALON GURU MUDA. *Jurnal Vokasi Mekanika (VoMek)*, 2(2). <https://doi.org/10.24036/vomek.v2i2.99>
- Alfatoni, A. H., & Rahman, H. A. (2021). Kebijakan Kepala Madrasah dalam Meningkatkan Kompetensi Profesional Guru di MI NW Lendang Ara. *MANAZHIM*, 3(2). <https://doi.org/10.36088/manazhim.v3i2.1251>
- Andrisyah, A., & Ismiatun, A. N. (2021). The Impact of Distance Learning Implementation in Early Childhood Education Teacher Profesional Competence. *Jurnal Obsesi : Jurnal*

- Pendidikan Anak Usia Dini*, 5(2). <https://doi.org/10.31004/obsesi.v5i2.1009>
- Cahyono, S. M., Kartawagiran, B., & Mahmudah, F. N. (2021). Construct exploration of teacher readiness as an assessor of vocational high school competency test. *European Journal of Educational Research*, 10(3). <https://doi.org/10.12973/EU-JER.10.3.1471>
- Caskurlu, S., Yadav, A., Dunbar, K., & Santo, R. (2021). Professional Development As A Bridge Between Teacher Competencies And Computational Thinking Integration. In *Computational Thinking in Education: A Pedagogical Perspective*. <https://doi.org/10.4324/9781003102991-8>
- Gaynazarova, G. A. (2020). A model for improving the professional competence of teachers and preschool educators in the process of professional development and the essence of its main components. *Journal of Advanced Research in Dynamical and Control Systems*, 12(6 Special Issue). <https://doi.org/10.5373/JARDCS/V12SP6/SP20201079>
- Kusumaningtyas, D. A., Jumadi, Istiyono, E., & Sulisworo, D. (2020). The Readiness of the Teacher Training Institution in Preparing Teacher Competencies. *Universal Journal of Educational Research*, 8(8). <https://doi.org/10.13189/ujer.2020.080856>
- Nursusanto, U., & Yuniarti, N. (2019). Contribution of a teacher competency test to identifying teacher performance in vocational high schools. In *Innovative Teaching and Learning Methods in Educational Systems*. <https://doi.org/10.1201/9780429289897-32>
- Ramanan, B., & Mohamad, M. Bin. (2020). Validating a model of change readiness among Malaysian school teachers: A structural equation modeling approach. *International Journal of Learning, Teaching and Educational Research*, 19(2). <https://doi.org/10.26803/ijlter.19.2.6>
- Rini, T. A., Cholifah, P. S., Nuraini, N. L. S., & Margetts, K. (2021). Readiness of Elementary Teachers in Minimum Competency Assessment: Teachers' Competence in Arranging Literature and Numeration Tests. *Profesi Pendidikan Dasar*, 8(2). <https://doi.org/10.23917/ppd.v8i2.16157>
- Sulaiman, T., Hamzah, S. N., & Rahim, S. S. A. (2017). The Relationship between Readiness and Teachers' Competency towards Creativity in Teaching among Trainee Teachers. *International Journal of Social Science and Humanity*, 7(8).
- Sumarni, S., Ramadhani, R., Sazaki, Y., Astika, R. T., Andika, W. D., & Prasetyo, A. E. (2019). Development of "child friendly ICT" textbooks to improve professional competence of teacher candidates: A case study of early childhood education program students. *Journal for the Education of Gifted Young Scientists*, 7(3). <https://doi.org/10.17478/jegys.596095>
- Sun, Q., & Sihes, A. J. Bin. (2020). A Meta-analysis on EFL secondary teachers' professional competences in China. In *Journal of Critical Reviews* (Vol. 7, Issue 6). <https://doi.org/10.31838/jcr.07.06.45>
- Sunaryo, H., Zuriah, N., & Handayani, T. (2020). Kesiapan Mahasiswa Pendidikan Profesi Guru (PPG) Dalam-Jabatan untuk Menempuh Program Praktik Pengalaman Lapangan. *Jurnal Pendidikan Profesi Guru*, 1(1). <https://doi.org/10.22219/jppg.v1i1.12430>
- Sururi, S. (2020). Teacher competency enhancement for 21st century educators and effective school management in the context of continuing professional development. In *Borderless Education as a Challenge in the 5.0 Society*. <https://doi.org/10.1201/9781003107279-32>
- Yue, X., & Ji, R. (2021). Teacher Professional Competencies in Education for Sustainable Development. In *Sustainable Organizations - Models, Applications, and New Perspectives*. <https://doi.org/10.5772/intechopen.94991>