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Expectations and Attitudes of Teacher Trainees Regarding Teacher Practice Program

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Abstrak

Program Praktik Guru (PPL) merupakan salah satu mata kuliah yang bertujuan untuk mengamalkan teori mengajar dan mempelajari informasi nyata yang terjadi di sekolah. Pelaksanaan program ini perlu dievaluasi agar ke depannya dapat dilaksanakan dengan lebih baik. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa jurusan Bahasa Inggris tentang penerapan PPL pada tahun akademik 2023/2024. Jenis penelitian ini bersifat deskriptif kuantitatif. Data diperoleh melalui penyaluran kuesioner kepada mahasiswa jurusan Bahasa Inggris yang telah menyelesaikan PPL. Berdasarkan hasil penelitian yang telah diuraikan, dapat disimpulkan bahwa penilaian siswa bervariasi terhadap pelaksanaan PPL dari berbagai komponen. Sebagian besar siswa merasa siap untuk menerapkan PPL. Kondisi sarana dan prasarana di sekolah mitra bervariasi: ada yang tersedia dan ada yang tidak tersedia. Kinerja tutor dan supervisor sebagian besar telah terlaksana dengan baik meskipun ada beberapa penampilan yang belum terlaksana. Proses pelaksanaan dan evaluasi yang dilakukan oleh guru PNS berjalan dengan baik.

Kata Kunci: *Harapan, Persepsi, Program Praktik Guru, Peserta Pelatihan Guru*

Abstract

Teacher Practice Program (PPL) is one of the courses that aims to practice teaching theory and learn real information that occurs in schools. The implementation of this program needs to be evaluated so that in the future it can be implemented better. This study aims to describe the perception of English department students about the implementation of PPL in the 2023/2024 academic year. This type of research is descriptive quantitative. Data was obtained through the distribution of questionnaires to English department students who had completed PPL. Based on the results of the research that has been described, it can be concluded that student assessments vary on the implementation of PPL from various components. Most students feel ready to implement PPL. The condition of facilities and infrastructure in partner schools varies: some are available and some are not available. The performance of tutors and supervisors has mostly been carried out well although there are some performances that have not been carried out. The implementation and evaluation process carried out by civil service teachers went well.

Keywords: *Expectation, Perception, Teacher Practice Program, Teacher Trainee*

INTRODUCTION

The English Education study program was born from a noble goal, namely to produce professional English educators/ teachers in their fields both in terms of English knowledge and mastery of the field of Education. The theory that has been obtained by students during lectures needs to be applied in the form of Teacher Practice Program (PPL) (Cribbs et al., 2020). The purpose of the PPL program is to put into practice the theory of teaching and learn real information that occurs in schools (Vartuli et al., 2016). In the implementation of PPL, there are several elements that play an important role, namely implementing units, students as PPL participants, partner schools and field supervisors. Good cooperation between these elements is very influential on the success of the implementation of the PPL program (Jita & Munje, 2021).

English education students as PPL participants will act as an English educator/teacher at partner schools. To be successful in implementing the PPL program, students must master English and educational theory. Teaching skills for a teacher are very important. Suryanti et al., (2022) stated that the importance departs from the duties and responsibilities of a teacher who is heavy enough to educate his students. This frame of mind requires a teacher to equip himself with various skills that are expected to help in carrying out his duties in educational interactions. Basic Teaching Skills are skills that are absolutely must be possessed by a teacher. Ngao et al., (2022) explained that experts from Stanford University and Sydney University identified about 22 types of skills in teaching. These skills can be grouped into eight Basic Teaching Skills (KDM), namely lesson opening and closing skills,

explaining skills, questioning skills, variation holding skills, reinforcement skills, discussion guiding skills, class management skills, and finally small group and individual teaching skills. Mastery of KDM can be an indicator of teacher success in creating meaningful learning.

In addition, the availability of facilities and infrastructure also affects the success of teachers in making students to learn learning can run well if good facilities and infrastructure are also available. Suggestions and infrastructure that can support the implementation of the learning process include comfortable classrooms, availability of relevant guidebooks, availability of internet/ hotspot networks if learning is based on Google Classroom, laboratories and school locations that are affordable for students. The school has an obligation to provide these facilities and infrastructure. Tatminingsih (2020) explained that the learning process takes place in a certain atmosphere, namely teaching and learning situations. In this situation, there are interrelated factors, namely: learning objectives, students learning, teachers teaching, materials taught, learning methods, teaching aids, assessment procedures, and teaching situations (Hazir & Kiyak, 2022). In the teaching process, all factors move dynamically in a directed series in order to bring students to achieve teaching goals.

In carrying out the role as an educator, there are several competencies that must be possessed by teachers. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies developed as a whole in four competencies including pedagogic competence, personality competence, social competence and professional competence obtained through professional education. In the learning process in the classroom, professional compatibility plays a big role. According to the Teachers and Lecturers Law of 2005, professional competence is the ability to master subject matter in depth and broadly. In this study there are several components evaluated in the implementation of PPL, namely the components of preparation, facilities and infrastructure, tutor performance, performance of supervisors, implementation, and evaluation components (Aglazor, 2017). The purpose of this study is to describe the perceptions of English education students about the implementation of Teacher Practice Program in the 2023/2024 academic year.

RESEARCH METHOD

This type of research is quantitative descriptive research. (Sugiono, 2014: 13) explained that quantitative methods are research in the form of numbers and analysis using statistics, while descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting with other variables. In this study, students will describe their perceptions of the implementation of PPL based on the percentage of questionnaire answers filled. The questionnaire used in this study was adapted from research conducted by Wardani (2019). The subjects in this study are English Language Education students at one of the universities in Medan who have completed PPL in the 2023/2024 academic year as many as 25 people. The questionnaire given to respondents consisted of 6 components and each component consisted of several statements. Students respond to the questionnaire by choosing either "yes" or "no". The analysis method used in this study is descriptive percentage conducted using the Microsoft Excel program. Furthermore, the results of the analysis are described based on the data obtained in the questionnaire answers.

RESULT AND DISCUSSION

From the results of questionnaires conducted, researcher found 6 findings about students' perceptions regarding their expectations and attitudes of Teacher Practice Program (PPL): (a) Preparatory components, (b) Facilities and Infrastructure Components, (c) Tutor's Performance Component, (d) Supervisor's Performance Component, (e) Implementation Components, (f) Evaluation Component.

Preparatory Components

Table 1. Perceptions of English Education Students on the Implementation of PPL Based on Preparatory Components

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	You follow and understand microteaching lectures well for one semester	25	100	0	0
2.	PPL's students receive training in making devices learning (Prota, Promes, Syllabus and Lesson plan)	24	96	1	4

3.	PPL's students get provision of pedagogical knowledge	24	96	1	4
4.	The PPL registration process is difficult for Students	5	20	20	80
5.	PPL's students get difficulties in looking for partner school locations/ PPL place	5	20	20	80
6.	The time for PPL preparation is too short	16	64	9	36

Table 1 shows that students' perceptions of readiness for PPL implementation are good in terms of understanding the material in the implementation of teaching and the PPL registration process.

Facilities and Infrastructure Components

Table 2. Perceptions of English Education Students on the Implementation of PPL Based on Facilities and Infrastructure Components

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	Partner school has enough classrooms	19	76	6	24
2.	Partner school has learning media required by PPL students	10	40	15	60
3.	Partner school has relevant lesson guidebooks	20	80	5	20
4.	Partner school has free internet network /Wi-Fi	14	56	11	44
5.	Partner school has laboratories and media/equipment completely	7	28	18	72
6.	Partner school is on strategic location and easy to reach	23	92	2	8

Table 2 shows that students' perceptions of the availability of advice and infrastructure vary according to the conditions of each partner school. The most prominent in these data is the unavailability of complete media in the laboratory.

Tutor's Performance Component

Table 3. Perceptions of English Education Students on the Implementation of PPL Based on the Tutor's Performance Component

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	The tutor provides guidance to PPL's students before teaching	24	96	1	4
2.	The tutor carries out the evaluation after the PPL's students have finished in teaching	18	72	7	28
3.	The tutor provides a good learning model to students during observation	16	64	9	36
4.	The tutor tests the learning practices of PPL's students	24	96	1	4
5.	The tutor does a variety of learning	10	40	15	60
6.	The tutor is rarely in schools where PPL is located	3	12	22	88
7.	The tutor still uses simple learning methods	22	88	3	12
8.	The tutor is difficult to communicate with / evaluate learning	3	12	22	88
9.	The tutor is subjective towards certain PPL's students	3	12	22	88
10.	The tutor is objective towards PPL's students	24	96	1	4

Based on the data in Table 3, students' perceptions of the performance of tutor vary. However, overall, the performance of tutor has been carried out well.

Supervisor's Performance Component

Table 4. Perceptions of English Education Students on the Implementation of PPL Based on the Supervisor's Performance Component

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	The supervisor conveys a technical overview of PPL activities	24	96	1	4
2.	Lecturers guide PPL's students to compile PPL work programs	13	52	12	48
3.	Supervisors rarely monitor PPL activities at partner schools	17	68	8	32
4.	Supervisor evaluates activities with PPL's students	18	72	7	28
5.	The supervisor at least comes to monitor, share with PPL's students at least twice a week	4	16	21	84
6.	Supervisor is difficult to find if they are going to consult	3	12	22	88
7.	Supervisor rarely provide solutions to problems faced by PPL's students at school	1	4	24	96
8.	The lecturer does not guide in the preparation of the final report	10	40	15	60
9.	Lecturer guides PPL's students in making RPP	9	36	16	64

The data in Table 4 shows that there are mixed perceptions about student assessment of the supervisor's performance. There are four statements that show that the supervisor's performance has been carried out well, namely statements 1, 4, 6 and 7. Meanwhile, students' perceptions of other performance are balanced depending on the conditions of their respective supervisors.

Implementation Components

Table 5. Perceptions of English Education Students on the PPL Implementation Based on Components

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	PPL activities are carried out according to a predetermined schedule	25	100	0	0
2.	PPL activities begin with introductions to all teachers/employees and students in partner schools	25	100	0	0
3.	Monitoring carried out by UPPL in PPL partner schools is not running	16	64	9	36
4.	There are obstacles in withdrawing PPL's students from partner schools	1	4	24	96
5.	PPL's students are required to enter partner schools every day	16	64	9	36
6.	PPL's students are allowed permission at any time	24	96	1	4
7.	PPL's students are required to provide souvenir according to the request of the partner school at the end of the activity	2	8	23	92
8.	PPL students give souvenir to partner schools at the end of the activity	24	96	1	4

Based on the data presented in Table 5 above, the implementation of PPL has gone well. The implementation of PPL both by the implementing unit, the school and activities in PPL is considered good by students.

Evaluation Component

Table 6. Perceptions of English Education Students on the Implementation of PPL Based on Evaluation Components

No.	Statements	Responds			
		YES		NO	
		Total	%	Total	%
1.	PPL's students carry out exams according to the schedule determined by their tutors	22	88	3	12
2.	PPL's students do not need to follow PPL exam	1	4	24	96
3.	PPL's students are very easy understand the PPL report format	18	72	7	28
4.	Collecting the result of PPL reports done individually	19	76	6	24

The data in Table 6 shows that the PPL evaluation process has been carried out well. Student PPL examination activities are carried out according to a specified schedule and all students must take the exam. The assessment format can be understood by students and the collection of PPL results reports is carried out individually.

CONCLUSION

Based on the results of the research that has been described, it can be concluded that students' assessment varies on the implementation of PPL from various components. Most students feel ready to implement PPL. The condition of facilities and infrastructure in partner schools varies: some are available and some are unavailable. The performance of tutors and supervisors has mostly been carried out well although there are some performances that have not been carried out. The implementation and evaluation process carried out by tutors run well. To improve the implementation of PPL in the future, it is recommended to the implementing unit to better monitor the implementation of PPL both on the readiness of students, partner school infrastructure, the performance of tutors and supervisors so that the implementation of PPL carried out can run well.

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