AN EVALUATION STUDY OF PROSPECTIVE TEACHERS’ COMPETENCES IN TEACHING ELEMENTARY SCHOOL STUDENTS

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Abstract
This study evaluated competences of the students of Education for Islamic Primary Schools in real teaching or the program was renowned as PPL. The participants were 11 students which were named prospective teachers in this research, who spread out in three schools. The informants were the principals and the guide teachers. The techniques of data collection employed observation, questionnaire and interview. The findings of the study were matched to the teacher’s competence standards. The findings revealed that the prospective teachers were excellent in personal and social criteria. They were also good at preparing teaching-learning equipments and supporting students’ talents. Nevertheless, they were weak in class organization. A few of them were difficult to face the different characters of the students. In addition, a few of them could not go smoothly with the teaching techniques used and were low at mastering the materials.

Keywords: Competences, Prospective Teachers of Education for Islamic Primary Schools

1. Introduction
To reach a successful teaching–learning, it should be sustained by teacher’s full accountability. There is nothing to do without devotion to present proper teaching although the class has a great deal of innovation and a lot of available media. It indicates that teacher is a main character who can live the class with his or her skill. The creativity of a teacher may send students to step in a new incredibly world– that is success.

Due to the great responsibility of teachers in their profession, prospective teachers should strengthen their mental and improve their capability in order to be an agent of change in education–and especially in this case as primary school teachers. As a matter of fact, there are four competences attached to a teacher viz pedagogic competence, professional competence, personal competence and social competence. (The Decree of RI No 14: 2005 about Teacher and Lecturer). A
competence relate to each other making complementary to form appropriate teaching learning.

The students of Education for Islamic Primary School or it is recognized as PGMI students (teachers’ candidates) have been trained to teach and educate younger pupils. The prospective teachers are set to be agile in using a wide range of methods. Considering the situation in this present time, competitions are very tight. The graduate of Education for Islamic Primary School are to be ready to face the issue, take opportunity and possess the equal competences to another similar major.

Moreover, they should also be aware of individual differences where they will find them in reality. They are experts in some core subjects at primary school i.e. Math, Indonesian, Science and Social. It is not much to say if primary teacher is versatile. All they have to do is to push forward. To begin with constructing lesson plans, they have to make perfect preparation, for instances: setting exciting classroom with media (some creative students made it by them selves), grasping the knowledge and methods they obtained during studying and plucking up the courage to perform teaching to the front of the class. The fact above indicates that teaching is not simple activity, yet it is complicated and serious matter. It involves the whole body and mind.

After all, the whole series mentioned needs to be followed up, whether the prospective teachers will do their best in real situation or not. The students’ reaction to their performances of teaching will help to know their activities and achievement. Cooper and Good (1982) in Cooper and McIntyre (1996) state:

Increasingly, research has demonstrated the need to study pupils’ classroom thinking as determinant of the effect of teaching upon pupils’ learning. For example research studies have demonstrated the important of pupils’ perception in mediating teacher expectancy effect.

Hence, this study wants to evaluate the competences of prospective teachers in doing their duty during training period or it is named PPL (Praktik Pengalaman Lapangan). It is expected to explore the facts and the details, particularly with regard to the weaknesses encountered through teaching process.
Literature Review

Hamalik (2006:171) said that PPL means a set of activities for LPTK which involves teaching-training or except teaching. The program is conducted to provide real teaching to prospective teachers. Through the program prospective teacher could have practice and experience of how to face factual situation. Furthermore, program need to be evaluated in order to recognize the competences and achievements of the prospective teachers in dedicating their knowledge and skill of teaching. Program evaluation is to identify if the aim of education is reached (Tyler, 1950 in Arikunto 2009. Beside that, as Hamalik mentioned above, the participation of the prospective teachers in other activities other than teaching is also observed.

In addition, the government regulation of educators requirements or mentioned as (PP no 19 2005 pasal 28, ayat 3) stated that educators, as agents of teaching must have competence–pedagogic competence, personal competence, professional competence, and social competence. Each criterion has its detail which can be elaborated in an upcoming table (see discussion).

Moreover, the findings of the evaluation benefits the institution so that it could make decision and take action to revise or minimize the weaknesses or difficulties discovered in the field. In fact, weaknesses or difficulties could come from various sides. Based on their research Suwandi and Sidik (2016) clarified that some difficulties faced by the students of prospective teachers were: lack of concentration because the students of prospective teachers share the same schedule of classes at university and school where they were trained. The students of prospective teachers got difficulty in applying the method because the school still use teacher centered way. They also had the problem in choosing the appropriate media to use. The last problems were regarding charge and particularly for the student who was elected as a leader of the group of prospective teachers during training activity.

METHODS

The Evaluative method was implemented in this research. This kind of study aims at identifying the quality of an activity which is based on certain
indicators/criteria must be concerned (Arikunto: 2010:36). The result will use as a thought to make decision whether the program or activity has been done properly or not (Sukmadinata: 2006:121).

The researcher relies on this research design to follow up the subjects in order to identify the impact in real situation after they went through the study. The subjects of the research were 11 the students of Education for Islamic Primary School Department of Al-Hilal College Sigli or in this case they are mentioned as (prospective teachers) who were at training occasion. They were in seventh semester and free of other subjects in this semester. It took place at three elementary schools viz Madrasah Ibtidaiyah 17 Pidie, SDN Paloh and SDN Langgoe. One of which is an Islamic elementary schools, while the two others are general schools which are located in Pidie District. The data sources were obtained from the principals and the guide teachers as informants. They consisted of three principals of three schools respectively and 11 guide teachers of respective schools too. The procedure of data collection was done by using the indicators as a standard to evaluate; it consists of criteria which were investigated. Furthermore, the instruments used to analyse the indicators were observation, interview and questionnaire. Observation was performed by the researcher to notice the real situation regarding the subjects, while interview was involved the three principals and questionnaire was addressed to the school teachers (in this case: teachers who guided and observed prospective teachers. Lastly, the all findings obtained were compared to and matched the standard of teacher competences and analysed by using percentage and words description.

2. DISCUSSION

In this part, the researcher reported research findings regarding the prospective teachers who had done their duty. The result clarified prospective teachers’ competences in teaching learning training period at Elementary School. Spencer & Spencer (1993:9) stated “Competency is underlying characteristic of an individual that is causally related to criterion-reference effective and/or superior performance in a job or situation”. The explanation was involved the
competences and their criteria or indicators to show the particular characters of the prospective teachers in teaching.

After getting through the process of collecting data, the result can be explained clearly in this part. First of all, the data obtained and the standards of evaluation are going to match in order to find the accordance. Here are the criteria for a teacher should possess to become a professional teacher:

<table>
<thead>
<tr>
<th>No</th>
<th>Competence</th>
<th>Indicators</th>
</tr>
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</table>
| 1  | Peadagogy  | • Understanding students based on their different capability and personality.  
    |             | • Designing teaching-learning; observing theory of learning and use appropriate strategy to run it.  
    |             | • Implementing proper assessments incorporated both learning process and product assessments.  
    |             | • Encourage students to develop their potency, including non-academic potency. |
| 2  | Personality| • To act in line with regulations.  
    |             | • Independent and responsibility in doing his/her profession.  
    |             | • To take action based on students’ needs, school and society.  
    |             | • Possessing critical thinking and open minded.  
    |             | • Transferring good behaviour to students and show his/her dignity as a teacher.  
    |             | • Possessing Religious personality. |
| 3  | Social     | • Having good and effective interaction with students.  
    |             | • Having good and effective interaction with colleagues and Education staff.  
    |             | • Having good and effective interaction with students’ parents and surrounding people. |
| 4  | Professional| • Having competence, knowledge and skill in his/ her field of study and the relation in it.  
    |             | • Recognising the procedure of |
2.1. Observation Result

The prospective teachers were well-prepared in designing teaching – learning as they already learned in class. They constructed lesson plans for each meetings, – and absolutely monitored by their guide teachers. They created proper indicators in order to reach the termination aims of teaching-learning. They were also good at choosing the right media to use based on the topic to be taught to students.

In fact, some of the prospective teachers should get more training in managing and approaching the varied types of students. They actually have tried to cover all the class yet the situation sometimes was going to be uncontrolled. This situation was caused by the lack of competences to organize the students’ needs. Thus, the prospective teachers have to be more conscious of the diversity in classroom members.

However, most of he prospectives teachers were capable of sustaining the students to develop their talents very well. For example, the researcher observed they taught and support the students to do Tahfiz Al-Qur’an (memorizing Al-Qur’an). Other activities also went smoothly, such as rehearsing Aceh traditional dances, singing nasheeds, doing handcrafts and many more.

Regarding the personality aspect, the prospective teachers reflected mature, religious and firm manners. They showed their integrity and dignity. They tried to get along with all the students and gave them warm and friendly acts. In fact, some of the students had emotionally connections to some prospective teachers. The students could not stop crying when they should let the prospective teachers go after finishing the training. However, a few of them still needed to learn more of diversity as the fact mentioned above.

The prospective teachers tied good bonds with principals, teachers and all schools staff and stakeholders. They shared a lot of useful time together. All of the schools leaders and members supported and kind-heartedly taught and shared their
experiences and knowledge to the prospectives teachers. The researcher often spotted them consulted and got along very well each other.

On the professionalism aspect, the researcher found some of them grasped the materials adequately, while a few others need to be retrained. But they have also to learn more how to present lessons in clear and spectacular ways – and of course by using kinds of motivating words and interesting motions because younger students love to see something which could trigger their hearts and imagination. Although the media had been prepared, the prospective teachers played significant roles to present them to the students. So in this aspect, the researcher considered that they have to improve their skills and techniques in presentations.

2.2. Interview Result

There were several points concluded from the interview with the principals of the three different schools. First the questions related to the teacher candidates’ competences were addressed to the principals of MIN 17 Pidie. He clarified if most of the students were more dominant to the aspect personality and social. However, they had some strengths indicators of the pedagogical aspects which was preparing the teaching-learning process, i.e. lesson plans. Beside, they worked extremely well in supporting and aiding the students to develop their talents. The principals of another two schools said the similar facts. But, they stated the weaknesses of the students who trained under their controls. The principals said if the prospective teachers needed to learn further of how to organize students in the class, and how to understand them individually and entirely.

Furthermore, most of the guide teachers commented the prospective teachers were still required to be taught how to use the effective techniques to face the different types of students—passive students and the hyperactive students. They also mentioned about the capability of the prospective teachers in knowledge and materials to be taught. Actually, a few of them were weak in mastering the topic effectively. They sometimes got difficulty to connect the written information in the book to the real situations.
Moreover, the guide teachers highlighted the ability of the prospective teachers in managing the class. As the principals view above, the guide teachers stated if some of prospective teachers were not ready to deal with the noisy and disorder class.

2.3. Questionnaire Result
Here are the data obtained from the guide teachers’ view on the prospective teachers (The students of Education for Islamic Primary School Department of Al-Hilal College Sigli).

The Guide teachers’ assessment on Prospectives Teachers Competences and Performances

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>1</td>
<td>Good preparing of Lesson plan and other needs of teaching-learning</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Understanding and guiding the diverse characters of students’</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Effectiveness of evaluation techniques</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Having well participation in supporting students potency</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Having good attitude, stable, mature and dignity</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Transferring good impact to students’ character</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Mastering the materials/topics to be taught</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Understanding interrelation</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>
The table shows that the prospective teachers got high percentages in personality and social aspects. In fact, they need to be retrained in mastering the materials. Besides, they should also be re instructed to be smarter to use techniques and to manage the class with different characters of students— which is really required specific attention.

### 2.4. The verification of the findings

The verification was done by the researcher by analyzing each indicators of the standard above (see the table) to the findings. Based on all findings in the field, the competences of the prospective teachers for primary schools of Al-Hilal Sigli had streng ths in several indicators and weak in some indicators as well. First, considering the observation, interview and questionnaire results, the weaknesses of the prospective teachers were found at understanding the different types of students’ characters, although they have tried to do their best. Secondly, they were not really ready to manage the class to be conducive. It was possibly caused by the first reason. Thirdly, they need to increase their techniques in delivering the lessons with more various interesting ways. Next, regarding the knowledge of the materials, a few of them need to be reinforced to learn more.
3. Conclusion

The prospectives teacher for Islamic primary schools of Al-Hilal Sigli on the average had strengths in personality and social aspects. They could go along with principals, teachers, staff, stakeholders and surrounding people very well. However, some of them need to be retrained in understanding the diversity of the students and managing class (paedagogy aspect). They also need to improve their skill in using the proper techniques in teaching younger pupils in order to have the students’ attention on the learning topics. The prospectives teachers should also learn further how to organize the class totally and reconcentrate on grasping the materials more effectively.

REFERENCES