

STUDENT'S ATTITUDE AND CHALLENGES TOWARD TEACHING PRACTICUM PROGRAMME (PPL) IN JUNIOR HIGH SCHOOL

Nova Sri Inarsih¹, Sastika Seli², Dewi Syafitri³
Sekolah Tinggi Keguruan dan Ilmu Pendidikan-PGRI Lubuklinggau^{1,2,3}
Nova.sriinarsih28@gmail.com¹

ABSTRACT

This study aims to describe the attitudes and challenges of students towards the teaching practicum program (PPL) of STKIP-PGRI Lubuklinggau in Junior High School. The research method used is descriptive qualitative research. The research subjects were 16 respondents who were selected by purposive sampling. In collecting data, researchers used interviews and questionnaires. The results showed that many respondents had the most positive attitudes towards the affective and behavioral components. However, the component with the lowest teacher candidate teacher attitudes is the cognitive component. In terms of challenges for prospective teachers, most respondents (37.5%) rated field workload as a challenge, while the least field of supervision was faced by respondents during PPL (6.25%). In conclusion, the analysis of findings related to the attitudes of prospective STKIP-PGRI Lubuklinggau teachers in Junior High Schools is an almost positive attitude.

Keywords: Attitudes, Challenges, Pre-Service Teachers, Teaching Practicum Program

INTRODUCTION

Teacher duties are educating and teaching. According to Lacy & Guirguis (2017) since teaching is considered a challenging task to do, particularly to the new teacher, who tend to have different backgrounds, motivation, experiences, and preparation level to teach in the teaching classroom, then information or knowledge that owned by someone can spread and be shared with others. Teaching is a transmission of knowledge from teacher to students or is it about creating conditions in which somehow, students learn from themselves (Harmer, 2001).

A competent teacher is needed because the teacher is one of the determinants of success in the teaching and learning process. There are at least two main abilities that must be mastered by the teacher about learning activities, namely the field of science being taught, and mastering teaching method including the second main skill (Majid, 2017). According to him, there are eight teaching skills a teacher must have: 1) questioning skills; 2) strengthening skill; 3) small group teaching skills; 4) explain skills; 5) opening and closing lessons; 6) guiding small group discussion skills; 7) class management skills; 8) variety skills. To realize professional teachers, it can be developed with practicum, Micro teaching then followed by a teaching practicum program (Saban & Cokar, 2013).

According to Coffey & Lavery (2015), a teaching practice program is a temporary period when you as a pre-service teacher get your first experience in working as a real teacher in the school. Teaching Practicum is a mandatory, subject to all study program English students in the Faculty of Education. As pre-service teachers, they must have

had a real teaching practice experience before graduating from college (Maria, 2019). Klassen & Durksen (2014), explain that in the Teaching Practice Program the pre-service teacher will pass the weekly stage in teaching activities. Maria (2019) stated that five linings become the challenges of undertaking a teaching practicum program, such as supervision, environment, workload, pedagogical knowledge, and content knowledge. The implementation of PPL subjects also refers to Law of the Republic of Indonesia (UU-RI) Number 14 (2005), especially about four teacher competencies, namely: pedagogic competencies, personality competencies, professional competencies, and social competencies.

Attitude is an action readiness of the psyche to act or react in a certain way (Holmes, 1999). According to Bhargava (2014), the attitude being a dynamic entity gets influenced by variables like age, previous experience, beliefs, gender, and the stream of education. Attitudes are subjective and personal attributes and difficult to measure (Jain, 2014). Therefore, attitude is the way for someone to express their thinking, feeling, and emotion can influence aging, belief, and experience.

Attitude is an evaluation to respond positively or negatively to persons, objects, issues, and situations. Generally accepted that attitude represents the positive or negative mental and neural readiness towards a person, place, thing, or event (Jain, 2014). It consists of three components: 1) affective component (neural) = feeling/emotion; 2) behavioral component (readiness) = response/action; 3) cognitive component (mental) = belief/evaluation. Lacy & Guirguis (2017) stated that based on Samantha's experience there are three challenges in teaching for new teachers, they are classroom management, time management, and discipline challenges.

From the explanation of the literature review, teaching practice programs become a priority program by an educational institution after pre-service teachers have passed the practicum and microteaching. This program is expected to make pre-service teachers will be developed their teaching skills. This chapter, have discussed attitude and challenges from the expert which can be improved and developed through teaching practicum program. Attitude includes motivation, emotion, and behavior (Jain, 2014). Obtained from the teaching practice program has represented four competencies that have been required that are pedagogical competence, personal competence, professional competence, and social competence. It will be useful for the pre-service teacher to be a professional teacher.

This research attempts to find out student's attitudes toward teaching practicum program of STKIP-PGRI Lubuklinggau in junior high school and to find out the challenges of teaching practicum program of STKIP-PGRI Lubuklinggau in junior high school. This research is intended to give the answers to the two formulations of the problem: (1) what are student's attitudes in the teaching practicum program (PPL) STKIP-PGRI Lubuklinggau in Junior High School?; (2) what are the challenges of the pre-service teacher toward teaching practicum program (PPL) STKIP-PGRI Lubuklinggau in Junior High School? The limitation of this research is the pre-service teacher in junior high school students of STKIP-PGRI Lubukliggau who took internship program 2019. According to the background and the objectives of the research, the researcher loos forward that the research will give beneficial information for lecturers and other pre-service teacher.

RESEARCH METHOD

The research design of this research is descriptive qualitative. The place of this research is at STKIP-PGRI Lubuklinggau the time of this research was April-June 2020. In this research, the researcher use probability sampling and took 16 respondents as a sample of this research. For the collecting, the data researcher used a questionnaire and interview. The total of the questionnaire was 19 items, 5 items were asking about affective (feeling), 5 items asking about cognitive, and 4 items asking about behavioral where all of them include attitude, and then 5 items asking about challenges of the pre-service teacher. There are four steps employed in this research to analyze the data, counting, transcribing, coding, and categorizing the data.

RESULTS

This section would report the findings of the student's attitude and challenges toward teaching the practicum program of STKIP-PGRI Lubuklinggau in junior high school. During the term of the components of attitude, the data show that there are same among the components of effective and behavioral, and have little difference among cognitive component. The overall mean average for the affective and behavioral components is 14 (87.5%) respondents, while the cognitive component is 11 (68.75%) respondents. Therefore most of the pre-service teachers of STKIP-PGRI Lubuklinggau in Junior High School are considered to possess a positive attitude toward the teaching practicum program.

In terms of pre-service teacher's challenges, the data shows that 6.25% of pre-service teachers face challenges in the field of supervision, while 25% of pre-service teachers find challenges in the environmental field. Besides, 43.75% of pre-service teachers face challenges in the field of workload, while 18.75% of pre-service teachers have challenges in the field of pedagogical knowledge. However, 25% of pre-service teachers have challenges in the area of content knowledge. Overall, the field workload was considered the challenge most faced by respondents (43.75%), while the field of supervision was considered the least challenge faced by respondents during PPL (6.25%).

DISCUSSION

Based on the findings regarding the attitude of the pre-service teacher of STKIP-PGRI Lubuklinggau in Junior High School are almost positive attitude. This is in line with the results of research by Afrianto et al., (2019) that PPL participants claim to be quite satisfied with the process they have gone through and claim to have learned a lot through PPL, including they increasingly understand the complexity of the duties and responsibilities of a teacher. However, the participants also encountered several obstacles during the implementation of PPL, including: 1) how to manage the class; 2) how to deliver the subject matter effectively; 3) how to carry out non-teaching tasks during PPL. They feel that PPL student activities are too much.

The participants can experience obstacles during the PPL process. According to Mujahidah et al., (2017), it is certainly not easy to teach in class for PPL students who may have just become a teacher. The teaching profession is a tough profession because teachers are required to have a wide range of proven scientific and pedagogical competencies. Besides, teachers must also have social skills such as good communication skills to be able to realize the transfer of information and transfer of knowledge. The teaching profession is a job that requires complex abilities.

In general, this practicum program or PPL program is a virtual place where prospective teacher students learn and process to become teachers in a school context. Thus, practicum / PPL is not only limited to physical places such as classrooms. Its activities include the visible and the unseen. Starting from how to prepare lessons, get to know students, manage classes, work and learn from tutor teachers, and how to socialize and socialize with all school members as a community (Uusimaki, 2009). Meanwhile, according to Fathurahman & Farih (2018) PPL is designed for final semester students as a forum for training prospective teachers to have complete and integrated teacher skills. PPL construction is assumed to be a vehicle for students to carry out teaching activities at partner schools to apply the knowledge and skills that have been received during the learning process on campus, integrate theory and field practice to be able to gain knowledge and competence by the study program they are engaged in.

CONCLUSION

The analysis of the findings related to the attitude of the pre-service teacher of STKIP-PGRI Lubuklinggau in Junior High School is an almost positive attitude. Over the three components of attitude, many respondents have the most positive attitude on an affective and behavioral component. However, the component that has the lowest Pre-service Positive attitude is the cognitive component. Also about pre-service teacher challenges have positive challenges about five dimensions.

SUGGESTION

Researchers hope that the preparation of this thesis can be a provision for enthusiasm, especially for pre-service teachers to continue to be motivated and motivated in developing knowledge about the attitudes and challenges of pre-service teachers in teaching in the future.

REFERENCES

- Afrianto, A., Dahnilsyah, D., & Supriusman, S. (2019). Eksplorasi Pengalaman Mahasiswa Bahasa Inggris Selama Program PPL: Harapan, Tantangan dan Pelajaran. *Jurnal Pendidikan*, 9(1), 16-30
- Bhargava, A. (2014). Attitude of Student Teacher toward Teaching Profession. *Turkish Online Journal of Distance Education*, 15(3), 27-36
- Coffey, A., & Lavery, S. (2015). Service-Learning: A Valuable Means of Preparing Pre Service Teacher for a Teaching Practicum. *Australian Journal of Teacher Education*, 40(7), 86-100. <http://dx.doi.org/10.14221/ajte.2015v40n7.7>
- Fathurahman, F., & Farih, A. (2018). Implementasi Praktik Pengalaman Lapangan (PPL) Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Lamongan. *Reforma: Jurnal Pendidikan dan Pembelajaran*, 7(2), 77-85
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited
- Holmes, J. (1999). *An Introduction to Sociolinguistics*. London and New York: British Library Cataloguing
- Jain, V. (2014). 3D Model of Attitude. *International Journal of Advanced Research in Management and Social Sciences*, 3(3), 1-13
- Klassen, M. R., & Durksen, T. L. (2014). Weekly Self-Efficacy and Work Stress During the Teaching Practicum: A Mixed-Methods Study. *Learning and Instruction*, 33(1), 158-169. <http://dx.doi.org/10.1016/j.learninstruc.2014.05.003>

- Lacy, L. S., & Guirguis, R. V. (2017). Challenges for New Teachers and Ways of Coping with Them. *Journal of Education and Learning*, 6(3), 265-271. <http://doi.org/10.5539/jel.v6n3p265>
- Majid, A. (2017). *Strategi Pembelajaran*. Bandung: Remaja Rosdakaya
- Maria, S. M. 2019. Student's Attitude and Challenges toward Teaching Practicum Program: Case Study of English Department Students. *Konferensi Linguistik Tahunan Atma Jaya (KOLITA 17)*. Jakarta
- Mujahidah, M., Hasnani, H., & Magdahalena, M. (2017). Ekspektasi Guru Pamong dan Siswa terhadap Kemampuan Mengajar Mahasiswa PPL (Praktek Pengalaman Lapangan) STAIN Parepare. *Jurnal Studi Pendidikan*, 15(2), 107-129
- Saban, A., & Cokar, A. N. (2013). Pre-Service Teacher's Opinions about the Micro-Teaching Method in Teaching Practice Classes. *The Turkish Online Journal of Education Technology*, 12(2), 234-240
- Undang-Undang Republik Indonesia Nomor 14. (2005). *Guru dan Dosen*. <https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm>
- Uusimaki, S. L. M. (2009). *Pre-Service Teacher Education and the Development of Middle School Teacher Identity: An Exploratory Study*. Thesis. Queensland University of Technology