

Student Teaching Competence Educational Field Practice in SMKN 5 Padang

Juniman Silalahi^{1,a)}

¹Civil Engineering Department, Technical Faculty, Universitas Negeri Padang
^{a)}silalahijunimans@gmail.com

Abstract—This article aims to reveal the competence of teaching students for practice in the field of education in SMKN 5 Padang in terms of pedagogic competence, personality competence, social competence, and professional competence. Data were collected using questionnaires with Likert Scale consisting of 4 answer choices. The questionnaire validity test is conducted on two lecturers who are experts in their field as Validator. The result of the research shows that the competence of teaching students in the field of education for pedagogic competence is well developed, the competence of the personality is quite developed, the social competence is quite developed, and the professional competence is quite developed.

Keywords—Competence; Educational Field Practice

I. INTRODUCTION

Education is a very important part in the development, because education can be used as a long-term investment to build and develop Indonesian society. Through education, Indonesia is expected to be a nation that is intelligent, with the science, technology and art, and also religious. In order to develop a qualified education,

Universitas Negeri Padang (UNP) as an educational institution that produces teachers and other educational personnel, seeks to improve the quality as to form professional educators. The provision of professional staff requires adequate field experience. And one of the effective efforts is by holding activities Educational Field Practice Program (PPLK).

PPLK is an academic activity undertaken by students in order to apply and improve the pedagogical, professional, personality, and social competence that includes knowledge, skills, attitudes and teacher behaviour with all aspects of education that are experienced in real training schools. PPLK activities is a compulsory subject as one of the requirements to complete education at every educational program in UNP.

PPLK aims to give real experience to the students in order to feel the tasks of educators in school, but then what happens is there are students who follow the PPLK who did not prepare individually in Learning Implementation Plan (RPP) which refers to the syllabus and the readiness to become a teacher.

Efforts to create active, creative, and fun learning are part of the responsibilities of PLK students as prospective teachers during organizing learning activities, as this will help in realizing quality learning. One of the supporting factors is the

competence of teachers in applying teaching methods in learning. This is in line with Mulyasa, "To create creative, fun learning, various skills are needed, such as teaching skills or teaching skills" [4]. A student will participate in active, creative, and fun learning when a teacher is able to apply the competencies in teaching.

Wahjosumidjosays "competence is the performance of a routine task of integrity that combines resources (skills, knowledge, assets and processes, both visible and invisible) resulting in a higher and more competitive position" [6]. Based on the results of observations of researchers at SMKN 5 Padang, the complaints that appear to students of PLK from teachers among and other teachers themselves, such as students have not mastered the required competencies, student discipline is still lacking, lack of communication between students with teachers among, lack of confidence, poorly respected by learners, and stage fright, not yet skilled in classroom management, lack of interaction with teachers and the community in the school environment.

From these observations, there are still some among PLK students having feelings of fear or hesitation in facing the task of teaching practice, but at the time of filling in the scores covering some aspects of the appraisal book, the inconsistency of PPLK with the teacher's statement. Most of the student scores gained from the results of teaching practice are excellent (A).

Departing from the problems conveyed by teachers in the school among with many PLK students who are less prepared before running teaching activities in the practice of education. Of course in this case researchers want to know the competence of PLK students while carrying out educational field experience program.

II. LITERATURE REVIEW

Competence is the performance of a routine task of integrity that combines resources (abilities, knowledge, assets and processes, both visible and invisible) resulting in a higher and more competitive position ". Starting from the above understanding then a teacher in carrying out his duties must have the necessary competencies in accordance with their respective fields and duties [6].

In line with this Law of Teachers and Lecturers No. 14 of 2005 Article 1 Paragraph 10 states that "competence is a set of knowledge, skills, and behaviors that must be owned,

experienced, and mastered by teachers in performing professional duties" [1].

The term Professional comes from an adjective meaning means of livelihood, and as a noun which means a person who has expertise [5]. In other words professional work is a job that can only be done by those who can not get another job. While professional according to the Law of Teachers and Lecturers No. 14 Year 2005 Article 7 Paragraph 1 is a work or activity undertaken by a person and become a source of income of life that requires skills, skills or skills that meet the quality or standard of certain norms and conduct professional education.

Based on the above formulation can be concluded that a professional teacher is a teacher who has the ability (competence) and special skills in the field of teacher so that he is able to carry out duties and functions with the maximum as a teacher.

Furthermore, according to Government Regulation No. 74 of 2008 on Teachers and Lecturers explained that:

1. Pedagogic competence is the ability of teachers in learning management of learners that at least include: a) understanding of knowledge or educational base, b) understanding of learners, c) curriculum development or syllabus, d) learning design, e) implementation of learning educate and dialogue, f) use of learning technology, g) evaluation of learning outcomes, and i) the development of learners to actualize the various potentials they have.
2. Personality competence at least includes personality: a) faith and piety, b) noble character, c) wise and wise, d) democratic, e) steady, f) authoritative, g) stable, h) adult, i) honest, j) sportsmanship, k) be role models for learners and society, l) objectively evaluate their own performance, and j) develop themselves independently and sustainably.
3. Social competence is the ability of the teacher as part of the community that at least includes the competence to: a) communicate spoken, written, and gestures polite, b) using communication and information technology functionally, c) socialize effectively with learners, fellow educators, education personnel, education unit leaders, parents / guardians of the students, d) associate politely with the surrounding community by taking into account prevailing norms and value systems, and e) applying the principle of true brotherhood and spirit of togetherness.
4. Professional competence is the ability of teachers in mastering the knowledge of science, technology, arts and culture that diampunya which at least include the mastery of: a) subject matter widely and deeply in accordance with the standard content of educational unit programs, subjects and subject groups (b) the relevant concepts and methods of discipline, technology, or art that are conceptually sheltered or coherent with the educational unit program, subject, and subject group that will be addressed.

The four competencies a teacher must possess [8], namely:

1. Pedagogic competence is the ability of teachers in learning management of learners which at least include:

- a. Understanding insights or educational foundations
 - b. Understanding of students
 - c. Development of curriculum / syllabus
 - d. Learning stylist
 - e. Implementation of educational and dialogical learning
 - f. Utilization of learning technology
 - g. Evaluate learning outcomes
 - h. Development of learners to actualize the various potentials they have
2. Personality competence and at least cover personality:
 - a. Steady
 - b. Stable
 - c. Adult
 - d. wise and prudent
 - e. Authoritative
 - f. Be noble
 - g. Be a role model for learners and the community
 - h. It objectively evaluates its own performance
 - i. Develop yourself independently and sustainably
 3. Social competence is the ability of teachers as part of the community that at least includes the competence to:
 - a. Communicate oral, written and gestures
 - b. Using communication and information technology is functional
 - c. Associate effectively with learners, fellow educators, education personnel, parents / guardians of learners
 - d. Associate politely with the surrounding community.
 4. Professional competence is the ability of mastery of subject matter widely and deeply

A. Program Experience Field Education

Program Experience Field Education (PPLK) is one of intrakurikuler activities undertaken by students of educational programs, this activity includes teaching exercises and the implementation of educational duties outside teaching guided and integrated to meet the requirements of the educational profession. These PPLKs are held in training schools or other educational institutions under the guidance of supervisors, teachers and principals.

PPLK is an academic activity undertaken by students in order to apply and improve pedagogic competence, professional competence, social competence and personality competence covering all aspects experienced in real training school.

In relation to teacher education institutions, the practice of field educational experience can be interpreted as a program in pre-service teacher education activities designed specifically to prepare prospective teachers to master integrated and integrated teacher skills so that after completing their education and being appointed teachers they are ready to carry out his duties and responsibilities as a teacher.

Purpose of the educational field experience program as described in the PPLK implementation manual "PPLK aims to train students to have the ability to use the knowledge they have acquired during the course and apply it to real situations, whether during the activity teaching and non teaching

activities ". The purpose of holding PPLK to form student of praktikan to become candidate of professional education personnel, in accordance with the principles of education based on competence, which includes pedagogic competence, personality competence, professional competence, and social competence [2].

Function of holding PPLK to provide stock to students practice to have pedagogic competence, personality competence, professional competence and social competence. The goal of PPLK program is that students practice having a set of knowledge, attitudes, and skills that can support the achievement of mastery of pedagogic competence, personality competence. Professional competence and social competence.

B. PLK Assessment

As always, the learning or training process is always accompanied by assessment, then the exercises in PPLK also require an assessment. The assessment component in PPLK has two functions, ie assessing the achievement of PLK students in each exercise, and assessing the effectiveness of the training program in order to develop the professional skills of the PLK students. In other words, the PPLK assessment contains the following two notions:

1. Assessment activities undertaken using various instruments and by following appropriate procedures in an effort to obtain information about the level of student mastery in various stages of PPLK exercise.
2. Activities undertaken by utilizing information about the level of student empowerment in point one along with further analysis of the various components involved in the implementation of PPLK, with the aim to determine the effectiveness of PPLK.

III. RESEARCH METHODOLOGY

This research includes descriptive research type. In this study the data obtained were analyzed and interpreted in accordance with the objectives of the study, because the main objective of this study was to find out how the assessment of pamong teachers on the competency of students of PLK in SMK Negeri 5 Padang in terms of 4 indicators that influence it, namely: 1). Pedagogic Competency, 2). Personality Competence, 3). Social Competence, 4). Professional Competence. This is supported by the opinion of Nana says "descriptive research is a study that describes a phenomenon, events and events that occur in the present" [5].

The research population is all teachers in SMK N 5 Padang guiding PPLK students in the semester of July-December 2015. Sampling technique is done by Total Sampling. Where the number of teachers in the SMP Negeri 5 Padang padang who became a sample of 25 people.

Variable is the object of research or what is the point of attention of a study, this study only has one variable that is the assessment of teachers pamong to the competency of students PLK in SMK Negeri 5 Padang.

Testing the validity of the instrument aims to see whether the instrument used has been able to measure what should be

measured both the validity of content and construction. According to Lufri "research instrument is the equipment needed in research" [3]. Validity test is done by two lecturers who are experts in their field, done three times with some additional suggested validator, then obtained instrument consisting of 4 indicators with 22 sub indicators.

IV. RESULTS AND DISCUSSION

From the research data, obtained the average percentage of answers from teachers among against students who implement PPLK in pedagogic competence that is 2.1% answer very good, 41.1% answer good, 53.7% answer is not good, and 3.24% answer is not very good. With an average percentage of 64.48%. More details can be seen in the following graph.

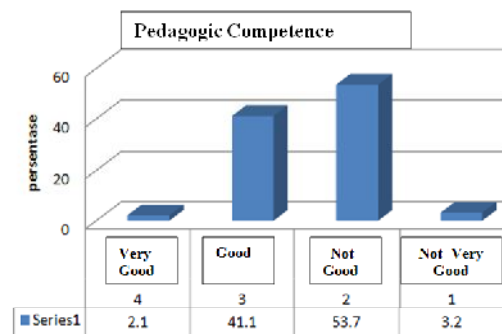


Figure 1: Pedagogic Competence Chart

When viewed the highest percentage of the statement items, from the teacher's assessment of pedagogic competence, there is a statement that the teacher's perception 53.7% responded well, 41.1% was not good, 3.2% very good, and 2.1% answered strongly not good. This means that the competence of students in implementing PPLK seen from pedagogic competence obtained an average value of 64.5% included in the category of mastering.

From the research data, obtained the average percentage of answers from teachers among against students who implement PPLK in personality competence that is 12.22% answer very well, 46.6% answer good, 41.11% answer is not good, and 0.22% answer is not very good. With an average percentage of 57.66%. More details can be seen in the following graph.

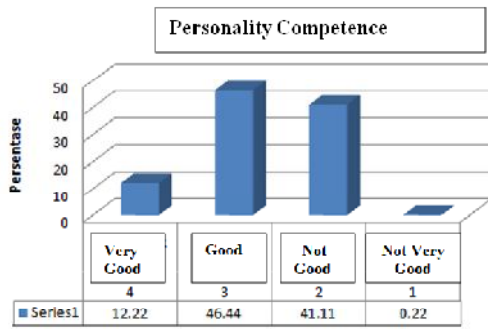


Figure 2: PersonalityCompetenceChart

When viewed the highest percentage of the statement items, from the teacher's assessment of personality competence, there is a statement that the perception of teachers among 46.44% answered well, 41.11% not good, 12.22% very good, and 0.22% not good. This means that the competence of students in implementing PPLK seen from the competence of personality obtained an average value of 57.6% included in the category enough to master.

From the research data, obtained the average percentage of answers from teachers among against students who implement the PPLK in social competence that is 16.33% answered very well, 52.67% answered well, 31% replied not good, and 0% answered very bad. With an average percentage of 53.67%. More details can be seen in the following graph.

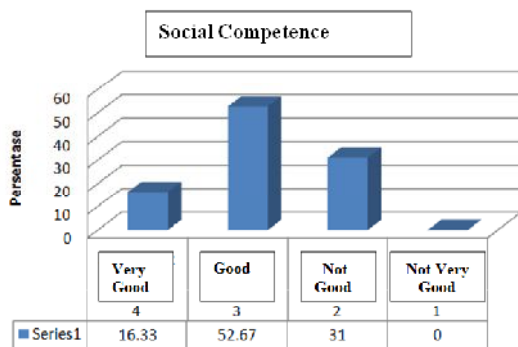


Figure 3: SocialCompetenceChart

When viewed the highest percentage of the statement item, from the teacher's assessment of social competence, there is a statement that the teacher's perception of 52.67% responded well, 31% not good, 16.33% very good, and 0% answered very badly. This means that the competence of students in implementing PPLK seen from social competence obtained an average value of 53.67% included in the category enough master.

From the research data, obtained the average percentage of answers from teachers among against students who implement the PPLK in professional competence that is 22.67% answered very well, 50.13% answered well, 27.2% answered not good, and 0% answered very not good. With an average percentage of 51.53%. More details can be seen in the following graph.



Figure 3: ProfessionalCompetenceChart

When viewed the highest percentage of the statement items, from teachers' perceptions of professional competence, there is a statement that the teacher's perception 50.13% responded well, 27.2% not good, 22.67% very good, and 0% answered very bad. This means that the competence of students in implementing PPLK seen from professional competence obtained an average value of 51.53% included in the category enough master.

It can be said that a great teacher among in this case choose the assessment enough master. This is known by the mean value matched to the values in the table, for each of the indicators. For more details, the results of the analysis of company valuation data can be seen in table 5 below:

Table 5. Data Analysis of Pamong Teacher Assessment of Student Competency PLK at SMK Negeri 5 Padang

No.	Indicator	Percentage (%)	Category
1	PedagogicCompetence	64,48	Mastering
2	PersonalityCompetence	57,56	Simply Mastering
3	Social Competence	53,67	Simply Mastering
4	ProfessionalCompetence	51,53	Simply Mastering
Amount		227,24	
Average		56,81	Simply Mastering

A. Pedagogic Competence

Pedagogic competence of a person can be seen from sub indicators such as understanding of learning theory and learning principles, understanding of the characteristics of learners, curriculum development / syllabus, learning design, learning and dialogical learning, learning evaluation, and development of learners to produce various potentials. Based

on the results obtained pedagogic competence with the percentage of 64.48% are in the master category (61% -80%). This shows that the competency of PLK students in SMK Negeri 5 Padang has ready categories in pedagogic competence. Thus the knowledge of the theory owned by PLK students need improvement so that the students PLK really ready in providing learning.

B. Personality Competence

Personality competencies can be seen from sub indicators such as steady, stable and mature. Arif, wise and authoritative, has noble character, is an example for learners and society, objectively evaluates own performance, self-developing independently and sustainably. Student competence seen from the competence of personality shows enough category master 57,56% with percentage range (41% -60%). Thus the attitude of students in implementing PPLK need improvement so that students can create a classroom atmosphere and activities of learning can run well and fun.

C. Social Competence

The social competence of a person seen from sub indicators such as oral, written, and gesture communicating, using communication and information technology functionally, socializing effectively with learners, fellow educators, education personnel, parents / guardians of the students, community around the school. Obtained a percentage of 53.67% with sufficient category of mastering (41% -60%). This shows that the perception of teachers based on the competence of PLK students in SMK Negeri 5 Padang has sufficient categories to master the social competence. social competence needs to increase more intensively so that the existing in school and outside school can run well.

D. Professional Competence

Professional competency of student of PLK after analyzed got percentage 51,53 with enough master category (41% -60%). This shows that the perception of teachers based on the competence of PLK students in SMK Negeri 5 Padang has sufficient categories to master in professional competence. This can be seen from sub indicators developed in accordance with the categories that include: Understanding the teaching materials that exist in the school curriculum, Understanding the structure and methods of science, Concepts and methods of science that overshadow or coherent with teaching

materials, Understanding the relationship between the concepts related subjects, scientific concepts in teaching and learning process.

V. CONCLUSION

Based on the research objective is to know the assessment of pamong teachers to the competency of PLK students in SMK Negeri 5 Padang viewed from pedagogic competence, personality competence, social competence, and professional competence. The results of this study concluded that: pedagogic competence of PLK students are in the master category. Student personality competence PLK is in the category of enough master. Social competence is in the category of quite mastered. And the professional competence of PLK students is also in the category of mastering enough. From the overall competence, the assessment of the pamong teachers to the competency of PLK students in SMK Negeri 5 Padang is in the master category.

REFERENCES

- [1] Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta: Sinar Grafika Offset.
- [2] Universitas Negeri Padang. (2015). Buku Pedoman Pelaksanaan Program Pengalaman Lapangan Kependidikan Mahasiswa UNP. Padang: UPPL UNP.
- [3] Lufri, M.S. (2007). *Kiat Memahami Metodologi dan Melakukan Penelitian*. Jakarta: UNP Press.
- [4] Mulyasa. 2010. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya
- [5] Nana Sudjana. (2005). *Metoda Statistika*. Bandung: Tarsidto
- [6] Wahjosumidjo. (2011). *Kepemimpinan Kepala Sekolah*. Jakarta. Raja Wali Pers.
- [7] Suharsimi Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- [8] Wina Sanjaya. (2006). *Strategi Pembelajaran*. Kencana: Jakarta.