

**SUPERVISING TEACHER'S PERCEPTIONS ON TEACHER'S
TEACHING COMPETENCIES AND TEACHING PRACTICE**

THESIS

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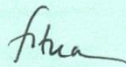
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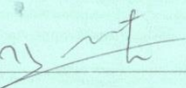
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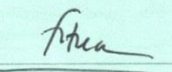
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ABSTRACT

In order to be professional, a teacher needs to master teacher competencies, so the teacher will achieve their work clearly and effectively. To be approved as a professional, initially, a teacher should join in-service teacher certification program (PPG dalam jabatan). This program has a goal to improve the teacher's professionalism, later they will obtain a certificate. Nonetheless, there are still teachers proven lacking of teacher competencies according to the result of 2018 Teacher Competency Test (Uji Kompetensi Guru). Besides, although this program has been conducted for several years in English department of Universitas Negeri Padang, but the issues related to this matter have not been analysed yet. Hence, the supervising teachers' perceptions toward this program were needed since they have guided the in-service teachers practicing teacher practice at schools. A questionnaire consisted of two types of questions were given to get the supervising teachers' perception toward in-service teacher certification program. The competency which was received the highest vote was the personal competency. According to the results of this study, however, the teachers' competencies were in average level. Also, it is evidenced that some of the English teachers' pedagogical and professional competency are indeed still low affecting their capability at administering in practicing teacher practice. Next, based on the findings, it was found out that the teachers' organizing and administering in practicing teacher practice were also average. Several teachers were evidenced did not involve themselves in non-teaching activities.

Keywords: *Supervising teacher, perception, in-service teacher, teaching competencies, teaching practice.*

Zunuaris, Fadilah. (2021). Persepsi Guru Pamong terhadap Kompetensi Guru dan Praktik Mengajar Guru. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

ABSTRAK

Agar dapat menjadi professional, seorang guru harus menguasai kompetensi-kompetensi guru, maka seorang guru akan mencapai hasil kerjanya dengan jelas dan efektif. Untuk diakui sebagai seorang professional, pertama-tama seorang guru harus mengikuti program Pendidikan Profesi Guru dalam jabatan (PPG daljab). Program ini memiliki tujuan untuk meningkatkan profesionalisme guru, untuk kemudian para guru akan mendapatkan sertifikat. Namun, masih ada guru yang terbukti masih tidak menguasai kompetensi guru berdasarkan hasil Uji Kompetensi Guru (UKG). Selain itu, meskipun program ini sudah dilaksanakan selama beberapa tahun di Prodi Pendidikan Bahasa Inggris di Universitas Negeri Padang, belum ada studi yang meneliti tentang persepsi guru terhadap program PPG daljab. Oleh karena itu, persepsi dari guru pamong terhadap program ini sangat dibutuhkan karena mereka telah membimbing mahasiswa PPG daljab selama melaksanakan praktik mengajar di sekolah. Sebuah kuesioner yang terdiri atas dua jenis pertanyaan dibagikan kepada guru pamong agar mendapat persepsi dari guru pamong tersebut terhadap PPG daljab. Meskipun kompetensi guru yang mendapatkan hasil tertinggi yakni kompetensi kepribadian, tetapi berdasarkan hasil penelitian, tingkat kompetensi guru yakni menengah. Selain itu, terbukti bahwa kompetensi pedagogik dan professional guru bahasa Inggris masih rendah, sehingga mempengaruhi kemampuan mereka dalam melaksanakan praktik mengajar. Selanjutnya, berdasarkan temuan, ditemukan bahwa persiapan dan pelaksanaan guru dalam praktik mengajar berada pada level rata-rata. Beberapa orang guru bahkan ditemukan tidak melibatkan diri dalam kegiatan di luar mengajar.

Keywords: *Guru pamong, persepsi, mahasiswa PPG daljab, kompetensi guru, praktik mengajar.*

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
Depdiknas	Departemen Pendidikan Nasional
LPTK	Lembaga Pendidikan Tenaga Kependidikan
Permen	Peraturan Menteri
Permendiknas	Peraturan Menteri Pendidikan Nasional
Permenristekdikti	Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi
PLPG	Pendidikan dan Latihan Profesi Guru
PPG	Pendidikan Profesi Guru
PPG daljab	PPG dalam jabatan
UKG	Uji Kompetensi Guru
UU	Undang-Undang

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CHAPTER I

INTRODUCTION

This chapter is written in order to introduce the reader to what this research is about. This first part of this chapter shows the background of the problem which explains the reasons why this research is conducted. Next, identification of the problem contains summary of background of the problem. The rest are limitations of the problem, formulation of the problem, purposes of the research, significance of research, and definition of key terms.

A. Background of the Problem

In order to increase the quality of education , some countries over the world always develop policies to produce professional teachers through doing some programs to increase the teachers' competencies. This statement is reinforced by Jalal and Shaha (as cited in Fachruddin, 2009) who said that the history of nations' development tells that advanced, modern, prosperous nations are nations that have an education foundation as their core of foundation have both excellent education's system and practice. Thus, advanced, modern, prosperous nations tend to focus on education which makes their education's system and practice excellent.

Indonesia obviously needs to do the same thing, to produce professional teachers since the young generations are expected to advance this country later in the future. However, being a professional teacher is not about preparing materials and teaching in front of the classroom. As stated by Sanjaya (2006, p.16)

“teaching is not only about giving the materials, but an activity based on specific concepts and knowledge that can be accounted scientifically”. In other words, like many other jobs, a teacher needs to be professional since a teacher plays an important role in education in order to prepare the young generations to face their future that has been waiting for them.

Being a professional teacher means that they need to possess the teacher competency. Teacher competency is a set mastery of abilities that a teacher should possess in order to realize their performances precisely and effectively. It is because a teacher is not only skilled in teaching, but also must have a good personality and be able to do social adjustment in society (Novauli, 2015). In conclusion, a teacher should have a good personality, good at socializing, not only teach well. There are several competencies according to Mulyasa (2008) that teachers should possess pedagogical competency, social competency, personal competency, and professional competency.

Still, after possessing the teacher competencies, a teacher cannot be approved as a professional yet. They need to take the teacher certification program. The certification itself, according to Yamin (2006) and Mulyasa (2007), is a recognition of a professional through a process of competencies test to reveal a teacher's competencies mastery which is given to the teachers and lecturers as a formal evidence in a form of teacher certification or called in Indonesia as PPG (*Program Pendidikan Guru*) program. Thus, it means that a teacher certificate, as a formal, is a proof in a form of teacher certification, obtained through the teacher certification program.

Specifically, PPG is divided into two parts. It is based on its target group as written in Pedoman Penyelenggaraan PPG 2018: (1) PPG Pra Jabatan (Pre-Service Teachers Certification Program) is for pre-service teachers that has fulfilled academic qualification requirement of bachelor degree, and is going to be a teacher and (2) *PPG Dalam Jabatan* (In-Service Teacher Certification Program) is dedicated for in-service teachers. In-service teachers that join this program will practice teaching in public schools based on their major as their last task. This task is done to prove how far they have mastered the teacher's competencies. The in-service teachers later will be guided by a supervising teacher.

According to the data from the Indonesian Ministry of Education and Culture, the 2019 Teacher Competency Test (*Uji Kompetensi Guru*, abbreviated as UKG) of teachers in Padang results were below the minimum competency standard sets at 70.00. The test results of the teachers of junior high school senior high school, and vocational high school were 60.91, 64.91, and 61.07 respectively. The results show that teachers are still lacking of competencies. Besides, the organizing and administering of the PPG program are also need to be analyzed since the study program of English Education Universitas Negeri Padang (for further mention abbreviated as UNP) has conducted the in-service PPG program for several years. Nevertheless, this is why this research study is conducted because the issues related to the teachers' competencies, the organizing and administering in practicing teacher practice of PPG program have not been analyzed yet.

Few researchers have addressed the problem of the perception of the teachers' competencies. Firstly, a study aimed to know supervising teacher's

judgement toward pre-service teacher's competencies while practicing teacher practice. Another similar study examined the scholars' perception towards teaching profession and whether they own teaching competencies needed or not (Sheridan and Tindall-ford, 2018; Süral, Saritaş, and Çabaltaş, 2018). The first work is quite similar with the current study. However, the difference is that the current study needs supervising teachers' perceptions on in-service teachers' competency, not pre-service teachers'. The second study still talked about competency, but the perception was obtained from the teacher candidates about their teaching competencies.

There is a similar research of the perceptions of PPG program. Indriyani, Sumaryono, and Ismandari (2015) conducted a study aimed to know the perception of education majors of Economy Faculty of Universitas Negeri Yogyakarta toward PPG program. Also, a study that was examined by Kisrianto and Iriani had goal to obtain the students of historical education's perceptions on PPG program. These previous works are quite similar with the present study, both of them talk about perception of PPG program. However, there was a difference. That is source of the data of both of the previous works were education and historical education's scholars. It means that the participants were not supervising teachers.

Since the PPG program for in-service English teachers have been done for several years, it is important to know the perceptions of the supervising English teachers toward the in-service English teachers' competencies, and the organizing and administering in practicing teacher practice of the in-service PPG program. This present study, therefore, focuses on analyzing the perceptions of the

supervising teachers' perceptions toward in-service English teachers' competencies of PPG in UNP in 2018 and 2019 and the organizing and administering in practicing teacher practice of the in-service PPG program during 2018-2019. Based on the consideration above and research reports by some earlier researchers, research on **"Supervising Teacher's Perceptions on Teacher's Teaching Competencies and Teaching Practice"** needs to be carried out.

B. Identification of the Problem

According to the background of the problem, the in-service teachers PPG program is intended to produce professional teachers in order to increase the quality of the education system in Indonesia. This program has been held for several years, and there has been some changes of it through years. Thus, an analysis of perceptions of some parties related to this program is needed. It is simply and solely has purpose to show if there are evidently some negative feedback gotten, so this program can be better in the future.

The study program of English Education study of UNP is one of the universities in Indonesia that is conducted this program. Naturally, this program has been also conducted for several years, yet there are no research that have been conducted of the perspective of related parties of this program. Also, the teachers are still lacking of competence. Hence, this current study conducts an analysis of the supervising teachers' perceptions toward in-service English teachers' competencies of PPG in UNP in 2018 and 2019.

It is also important to analyze the supervising teachers' perceptions of the organizing and the administering in practicing teacher practice of the in-service

PPG program. This is because the supervising teachers have already experienced in participating in this program or knew this program from those who have joined.

C. Limitation of the Problem

In line with the identification of the problem, this research focused only on analyzing the perceptions of the supervising teachers' perceptions toward in-service English teachers' competencies of PPG and of the organizing and administering in practicing teacher practice of the in-service PPG program. The supervising teachers are English teacher who teaches in secondary school in Padang. The in-service teachers were joined PPG program in UNP.

D. Formulation of the Problem

Based on the background of the problem above, here is the formulation of the problem: what are the supervising teachers' perceptions toward in-service teachers certification program (PPG dalam jabatan) during 2018-2019?

E. Research Questions

Based on the formulation of the problem above, the research questions are formed. They are:

1. What are the supervising teachers' perceptions toward in-service teachers' competencies of PPG in UNP?
2. What are the supervising teachers' perceptions toward the organizing and administering in practicing teacher practice of the in-service PPG program in UNP?

F. Purposes of the Research

Based on the research question, the purpose of this research is to obtain the perceptions of the supervising teachers' perceptions toward in-service teachers certification program (PPG dalam jabatan) during 2018-2019.

G. Significance of the Research

This research hopefully help the readers and teachers to show the perceptions of the supervising teachers of in-service English teachers' competencies participating in teacher certification program (PPG) in UNP during 2018-2019 and the organizing and administering in practicing teacher practice of in-service PPG program during 2018-2019. Therefore, the results are expected to show the readers supervising teachers' perceptions of English teachers' competencies, and the organizing and the administering in practicing teacher practice of the in-service PPG program. Therefore, hopefully there be an improvement of this program to result more professional English teachers in the future.

H. Definition of Key Terms

1. Perception: is one's or groups' unique way of perceiving a phenomena involving the processing of stimulant along with incorporating memories and experiences in the process of apprehension.
2. Supervising teachers: are teachers who are expected guide the teachers of PPG program in order to provide the teachers' development of ideal teaching practices and advancement of professional growing.

3. PPG: is a program joined by the in-service teachers as a proof of a professional teacher by obtaining teacher certification.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This current study is conducted in order to find out the supervising teachers' perception toward the in-service teachers certification program (PPG dalam jabatan) during 2018-2019. PPG dalam jabatan has been conducted for several years, but there are no study have been conducted related to the perception of the supervising teachers toward this program. Also, the English teachers' competency are still lacking according to the results of UKG. In order to collect the data, twenty-six supervising teachers in Padang were asked to fill some questions which were divided into two types: (1) close-ended questions; consist of 64 items and (2) open-ended questions; consist of 5 items. The instrument was made with the help of Google Form due to pandemic situation, later the link was given to each of the teacher through WhatsApp.

Based on the findings, overall both of the teacher's competencies and the organizing and administering in practicing teacher practice got an average perception. However, there were several negative feedbacks found. Although all of the result got moderate perceptions, it is evidenced that some of the English teachers are indeed still lacking of professional and pedagogical competency, but the personal competency got the highest vote out of all the competencies. As a consequence, some of the English teachers were not good at the administering in practicing teacher practice, in spite of more than a half of supervising teachers agreed that the English had done well at organizing lesson plan. It is also revealed

that some of the in-service teachers did not participate in administering in non-teaching.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions. Initially, it is for the in-service English teachers. Since some of them are still lacking of professional and pedagogical competency, the teacher should enrich their knowledge related to these competencies. Next, the English teacher should not do plagiarism in making lesson plan. Also, they should involve themselves in non-teaching activities. Secondly, for the next researchers, it would be better to conduct the study related to the perception of in-service teachers certification program by expanding the participants and using instrument apart from questionnaire. The present study only focused on the supervising teachers in Padang's perceptions. It would add the depth of the findings and strengthen the result if the next researchers, who are interested in this study, collected the data from the other participants, such as lecturers, students, or the in-service teachers themselves.

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