

# READINESS OF EDUCATIONAL INSTITUTIONS AND EDUCATION PERSONNEL STUDENTS IN MATARAM UNIVERSITY TO BECOME ELEMENTARY SCHOOL TEACHERS

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## ABSTRACT

Mataram University Elementary Education Study Program to become professional elementary teacher candidates in terms of knowledge, practice, and attitude, as well as to describe the dominant factors that hinder the readiness to become professional elementary teacher candidates. This type of research is a quantitative survey method. Instruments for collecting test data, questionnaires, and observation sheets. This study aims to obtain an overview of the characteristics of the population related to the readiness of students to become professional elementary teacher candidates. The population in this research is Mataram University. The sampling technique used is area sampling. The results of this study indicate in terms of knowledge about students and how to learn the results of the analysis show an average value of 25.74 in the high category. This shows that students are ready to become professional elementary teachers. While the questionnaire on the ability to carry out learning when viewed from the average value, which is 136.24 in the high category. In the aspect of perception of being an elementary teacher, the average score is 103.60 with the agree category. Furthermore, on the confidence data to become a professional elementary teacher, the data analysis results obtained an average of 140.04 with the agree category.

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## 1. INTRODUCTION

Education in Indonesia aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Higgins, 2020). In general, education aims to produce competent and professional human resources who can fulfil various fields in building a country into a developed country. One of the causes of the low quality of education in Indonesia is the lack of professional teachers (Singal, 2021; Targowski, 2011). Although the teacher is not the only determining factor for the success of education, the learning process is the central point of education. In this case, the teacher directly carries out the learning process for students. Law Number 14 of 2005, professional teachers are required to have 4 competencies, namely pedagogical competence, personal competence, social competence, and professional competence (Nita Novianti, 2017).

The problem regarding the low quality of teachers must be resolved immediately. The next step is to find out what factors cause the low quality of teachers. According to Gunawan et al. (2019), one of the important factors causing the low quality of teachers is the unprepared program of the Education Personnel Education Institute (LPTK). Meanwhile, according Osborne (2017), One of the factors causing the low professionalism of teachers is the possibility of tertiary institutions producing qualified or semi-finished teachers without taking into account their feasibility output in the field. According to Law Number 14 of 2005 and Government Regulation Number 8 of 2009, the main task of the Education Personnel Education Institution (LPTK) is to organize a program for the procurement of educators and other education personnel in early childhood education, basic education, and secondary education, as well as to organize and developing educational and non-educational knowledge, one of which is MI teachers. Queensland Government (2005) which states that the programs in LPTK are to provide prospective teachers who are skilled and professional (Sumardi, 2019). This development of teacher professionalism is to equip prospective teachers to be professional in knowledge, professional in practice, and professional in attitude.

It seems that the expected goals of the LPTK have not yet yielded maximum results. Many LPTKs in Indonesia have not properly implemented programs to improve teacher quality<sup>6</sup>. Calderhead & Shorrock in their research on LPTK stated that prospective teacher students were dissatisfied with the link between theory and practice. Research by Marín-Marín et al. (2021), concluded that there are two aspects that affect the relationship between theory and practice, namely beliefs about being a teacher and perceptions about being a teacher about teaching. In other words, the affective factor is the bridge between knowledge and practice. Teachers who have a professional attitude and creativity are teachers who have a plus and this will encourage teachers to be more productive in teaching to produce materials, tools/media as well as good learning outputs (Rowley, 2000). Therefore, it is necessary from now on that we build a professional attitude and creativity of prospective elementary school teachers through the provision of material and practice (PPL).

Research conducted by Fazri Nur Yusuf from UPI in 2010 which raises the issue of how students perceive LPTK and how the benefits of programs organized by LPTK. The findings from this study were that 4 out of 11 student teacher candidates who were studied revealed that they got little benefit from the existing programs in the LPTK. Research conducted by Laura Jacobsen Spielman in His 2006 dissertation at the Virginia Polytechnic Institute and State University concluded that the confidence of prospective mathematics teachers has a strong relationship with their teaching performance. belief or student teacher beliefs include beliefs in the material/content being taught and beliefs in managing the class effectively. In addition to beliefs that can help teaching performance, the knowledge of prospective elementary school teachers also has a strong relationship with their teaching performance.

Research conducted by Şeren & Özcan (2021), which is the result of a dissertation at The University of Michigan that specifically examines the relationship between the knowledge of elementary school teacher candidates and their teaching performance. Teaching performance here is the ability to create a comfortable classroom and a challenging learning environment. Quantitative analysis in this study shows that there is a strong relationship between knowledge of prospective teachers with teaching performance. Qualitative analysis in this study states that there are two aspects that influence this relationship, namely the beliefs of prospective teachers and the perceptions of prospective teachers about teaching. In other words, the affective factor is the bridge between knowledge and practice. Beliefs and perceptions of elementary school teacher candidates will help connect the theory learned with practice. Law Number 14 2005 stated that Education Personnel Education Institute (LPTK) is tertiary institutions assigned by the Government to organize teacher procurement programs for early childhood education through formal education, basic education, and/or secondary education, as well as to organize and develop educational and non-educational sciences.

The main task of educational institutions for education personnel according to Law Number 14 of 2005 and PP Number 8 of 2009 is to organize programs for the procurement of educators and other education personnel in early childhood education, basic education, and secondary education, as well as to organize and develop educational and non-teaching sciences. education. LPTKs are also tasked with developing the necessary competencies to support the implementation of national education, international standard education, and education based on local excellence. Prospective teachers are students who take part in a program at the LPTK. This is in accordance with the Board of Studies, Teaching and Education Standard or Doss & Lackey (2016), which states that “pre-service teachers are students in initial teacher education programs provided by higher education institutions”. Meanwhile Chen (2019), defines prospective teachers as follows: “...those who desire to become teachers study another 4 years in a teacher education program at a college or university”. Prospec-

tive teachers are students who have a strong desire to learn to become teachers for about 4 years at TTIs. So, prospective elementary school teachers are LPTK students majoring in Elementary School Teacher Education.

Teacher is a person is responsible for the development of students by seeking the development of all their potential, both cognitive, affective, and psychomotor potential<sup>10</sup>. According to Gary & Margaret (in Harrison et al., (2019)) that professional teachers have the following characteristics: (1) have the ability to create a conducive learning climate, (2) have the ability to develop learning strategies and management, (3) have the ability to provide feedback and reinforcement, (4) have the ability for self-improvement. These characteristics can be summarized into 3 major domains, namely knowledge (pedagogic and professional), skills/practice (teaching skills), and attributes (self-development) . In general, it defines that readiness is the overall condition of a person who makes him ready to respond/answer in a certain way to a certain situation (Olorode & Jimoh, 2016). While Ernest (2013), states that readiness is a competency, so it can also be said that someone has competence, meaning that someone has sufficient readiness to do something. For example, a prospective teacher is said to have enough knowledge about how to process and teach it. Research Masaong et al. (2016), concluded that preparation directly links teaching practice skills in the classroom as an advantage for teachers. The performance of teachers, especially new teachers, as well as prospective teachers in teaching in the classroom will be influenced by their readiness. As also explained by Qvortrup & Qvortrup (2018), one of the factors that supports the formation of readiness to become prospective teachers is through practical field experience (PPL). The readiness of (prospective) elementary school teachers to be professional can be measured from the aspect of knowledge namely professional knowledge, aspects of skills namely professional practice, and aspects of attitude namely professional attitude.

From the description above, it can be concluded that, Education Personnel Education Institutions or LPTKs are institutions assigned by the government to prepare professional teacher candidates. This task is accompanied by great responsibility in the success of producing prospective teachers or teachers who are professional in the fields of knowledge, practice and attitude. One of the strategies to answer this responsibility is to prepare and develop a professional development program. The professionalism developed by the LPTKs must equip students to become good teachers in terms of knowledge, practice and attitude. The function of the professionalism development program to become a teacher in TTIs is to provide students with provisions in their readiness to become professional teachers, namely professionals in terms of knowledge, skills, and attitudes. Based on the description above, the writer is interested in knowing how professional ELEMENTARY teachers are prepared for higher education LPTK students in Unram Study Program. Professional in the field knowledge, practice, and attitude.

## 2. RESEARCH METHOD

This type of research aims to describe the readiness of LPTK students to become professional elementary teachers. This research is classified in the type of quantitative research with descriptive methods (Cresswell, 2012). Descriptive method is research that describes or performs a description of the numbers that have been processed according to established standards. Research questions answered using quantitative. A quantitative approach was used in this study to gain a thorough understanding and interpretation of the readiness of LPTK students to become professional elementary school teacher candidates by using test instruments, questionnaires and observation sheets as the main instruments for collecting quantitative data and presenting research results in a descriptive form of numbers. -statistical figures. This type of survey research was chosen with the consideration that the research aims to obtain a description or description of the state of the population characteristics. In this case, what is meant is a description of the readiness of students to become professional elementary school teachers.

The population in this study was LPTK in the PGELEMENTARY Unram Study Program. To represent all LPTKs, this study used a sampling technique, namely area sampling. Area sampling is a technique that is carried out by taking representatives from each existing area or area, in this case semester 7 and above and each class. This technique takes a special category of samples that are able to represent research subjects. The categories taken by the researchers were prospective teacher students with low, medium, and high abilities. To get this category, researchers use pre-tests or by using the cumulative grade point average (GPA).

The variable of this research is the readiness of students to become professional teachers, namely knowledge, practice and attitude. Readiness is dependent, while knowledge, practice and attitude are independent variables. The knowledge readiness of students to become elementary school teachers is measured by

looking at the professional knowledge of prospective teachers, namely material abilities and knowledge about students and how they learn. The readiness of prospective elementary school teacher students to practice is measured by looking at the ability of students' professional practice, namely the ability to prepare learning and performance in teaching (implementation of learning). The readiness of students' attitudes to become elementary school teachers was measured by looking at the professional attitude, namely the perceptions of students becoming teachers towards themselves, towards students, towards colleagues and towards the teaching profession, as well as students' beliefs about becoming professional elementary teachers. From the data obtained regarding the 3 aspects of the readiness of LPTK students to become professional elementary teachers, researchers were able to describe the dominant factors that hindered students from becoming professional elementary school teacher candidates, in addition to this, they also added data from interviews. Data collection techniques used in this study were observation, tests, document review, questionnaires, and interviews.

### 3. RESULT AND DISCUSSION

#### 3.1. Result

We can see the readiness of students to become professional teachers in terms of knowledge, practice, and attitude. These three aspects must exist in educators and prospective educators. Knowledge in this context, the teacher's ability to understand the material or content of elementary school subjects. Practice or skills in this case, the ability of educators or prospective educators to master learning. Meanwhile, attitude is the behavior or action of educators or prospective educators learning. From the results of the research that has been done, in terms of knowledge, in this case, the researcher used a test to determine the level of knowledge or ability of the teacher from the material/content, along with the knowledge test results data can be seen in Table 1 below.

Table 1. Results Test Knowledge

Intervals	Category	Amount
$75 \leq x < 100$	Very high	57
$58 \leq x < 75$	High	21
$42 \leq x < 58$	Currently	17
$25 \leq x < 42$	Low	0
$0 \leq x < 25$	Very Low	0

CK knowledge is an important part of PCK in developing teaching and learning processes that aim to provide students with a complete understanding. In addition to test result data, the researcher also used data about students' knowledge and how to learn, in this case the researcher gave a questionnaire to students, to see the readiness of students to become elementary school teachers based on knowledge while teaching. The data can be seen in Table 2.

Table 2. Readiness of student

Intervals	Category	Amount
$26 \leq x < 35$	Very high	34
$20 \leq x < 26$	High	50
$15 \leq x < 20$	Currently	11
$8, 8 \leq x < 15$	Low	0
$0 \leq x < 8, 8$	Very Low	0

Based on Table 2, it shows that the very high category is 34 respondents, the high category is 50 respondents, and the medium category is 11 respondents. After analysis, it shows that the average value is 25.74 with category High. This shows that readiness student become an elementary school teacher already ready based on these data. Based on table 1 and table 2, which shows that results from aspect knowledge produce category high, this could said that readiness student become a professional teacher of aspect knowledge already ready. This strengthened by study nurse where difference ability on student must known by every teacher for ease determine method or strategy in teach for get results appropriate study with purpose. Whereas seen from practice, we took from student PPL scores, the following is the student PPL score data as on Table 3.

Table 3. Readiness of student

Intervals	Alphabet	Score
90 – 100	A <sup>+</sup>	45
85 – 90	A	34
80 – 85	A <sup>-</sup>	5
75 – 80	B <sup>+</sup>	6
70 – 75	B	5
66 – 70	B <sup>-</sup>	0

Based on these data, the average value of student PPL is 88.45 if converted to letters ie A. This shows that the predominant mathematics teacher candidates are at levels 1 and 2. This shows that the readiness to teach or practice, prospective teachers are ready to become elementary school teachers. In addition, we provide questionnaires related to readiness to teach. This questionnaire aims to see the extent of student readiness Based on Table 4. the ability of elementary school students or prospective teachers to carry out learning is in a very high category, namely 37 respondents, in the high category there are 40 respondents, and 18 respondents have the ability to carry out learning by category. If seen from the average value of the ability to carry out learning, namely 136.24 with the high category. This shows that the readiness of students to become elementary school teachers is ready based on this data. From table 3 and table 4, which shows that the results from the practice or skill aspect produce a high category, it can be said that the readiness of students to become professional teachers from aspect practice already ready. This strengthened with results study Baharudin stated mastery Skills base teach enough PPL students well , that is Skills open lessons , skills close lessons , skills ask level basic skills give strengthening , skills stage variety , skill guide discussion group small , as well Skills teach group small and individual . Whereas if seen from attitude , researcher use questionnaire for look score attitude .

**3.2. Discussion**

It’s has been belief Become a Professional Elementary Teacher as many as 15 respondents with category very agree , 58 respondents with category agree , and category doubtful as many as 18 respondents . If seen from average value about belief Become a Professional Elementary Teacher ie 140.04 with category agree . This show that readiness student or prospective elementary school teachers already ready become a professional teacher at elementary level . From table 5 and table 6, which shows that results from aspect attitude produce category agree , this could said that readiness student become a professional teacher of aspect attitude already ready.

Besides from the result data test and questionnaire is supported from results a number of interviewed students as supporters from the result data interview said, “student from facet knowledge, practice, and attitude already ready”. As results interview with a number of student State that, of facet knowledge in a manner general already ready they be a teacher, though from facet knowledge there is a number of necessary material improved, almost from all interviewed students about 40% stated eye lesson mathematics is eye hard lesson compared eye another lesson in teach students.Based on explanation above , see from knowledge, practice, and attitude, show readiness student become an elementary school teacher already could it says ’ ready , so could said readiness student institution education power education (LPTK) in Unram PGELEMENTARY Study Program become an elementary school teacher already ready become a professional teacher of aspect knowledge, practice, and attitude.

Besides that , some students in the Unram PGELEMENTARY Study Program say that some compulsory subjects in MK already they get as guidelines later on moment become a teacher at an elementary school. it showed from ability they on moment carry out PLP program or training carry out learning. Part big from PGELEMENTARY Study Program students who took part PLP activities already capable prepare lesson plans, teaching materials , LKPD and the instruments used for measure ability student in reach results study.

**4. CONCLUSION**

Based on results research , got concluded that The perception of being a professional elementary school teacher can be seen that there are 37 respondents in the strongly agree category, 40 respondents in the agree category, and 18 respondents in the doubtful category. If seen from the average value regarding the perception of being a professional elementary school teacher, it is 103.60 in the agree category. In addition, researchers used data about Confidence in Becoming a Professional Elementary Teacher to see the readiness of students to become professional teachers from an attitude perspective. This is in line with Rudi Permana’s

research which concluded that in general the perception of public school teachers in Tebas District was quite good .

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