

THE READINESS OF PLP 2 UKI TORAJA STUDENT TO BECOME A COMPETENT ENGLISH TEACHER: AN ANALYSIS OF THE FOUR TEACHER COMPETENCIES

Masriany Pasauran¹, Roni La'biran², Yizrel Nani Sallata³

¹ SMPN 1 Rantepao, ^{2,3} Universitas Kristen Indonesia Toraja

anypasauran@gmail.com¹

ABSTRACT

The objective of the research is to find out how is the level of readiness of PLP 2 UKI Toraja students to become competent English teachers based on the four teacher competencies. This research refers to the four standard teacher competencies, namely pedagogic competence, professional competence, personality competence, and social competence. In this study, researchers used quantitative research methods. The instrument used was a questionnaire in the form of a Likert scale. Data processing used descriptive percentage analysis, which is a description of the questionnaire consisting of 23 statement items. Answers from the questionnaire were obtained from 92 students from SMPN 1 Rantepao as respondents. Based on the results of this research, it was concluded that the readiness of PLP 2 UKI Toraja students to become competent English teachers was classified as very ready based on the four teacher competency standards. This can be seen from the achievement results of the data calculations obtained, it was found that the pedagogic competence of PLP 2 UKI Toraja students was 85.22%, professional competence obtained a percentage of 87.88%, personality competence with a percentage of 91.41%, and social competence which received an assessment from students with a percentage of 85.48%. The results of all these percentages fall into a very ready level of readiness with a range (71%-100%) to become a competent teacher candidate.

Keywords: PLP 2 Student, Teacher Competence, Competent English Teacher

INTRODUCTION

In this era, being a professional teacher is required. As challenges grow, it is not only crucial for teachers to master teaching material but also have to master other skills relating to the profession of teaching (Siumarlata, 2021). Teachers are considered professional if they are able to develop responsibilities, carrying out their roles, being able to work in an effort to achieve the school's instructional goals, and being able to carry out their role in the teaching and learning process (Mujahidah, 2017).

The topic of teacher professionalism in education continues to be a subject of debate. In today's era of globalization, it's evident that teacher professionalism is a pressing need, especially amidst growing competition. It requires individuals who are truly proficient in their respective fields, utilizing their abilities effectively. This ensures that everyone can contribute optimally. Although there are differing opinions on what constitutes teacher professionalism, scholars are acknowledging a shift towards a new form of professionalism, where criteria are set by management

and organization rather than solely by intrinsic aspects of the job (Makorohim et al., 2022).

In achieving professional teacher competence, good preparation is needed, especially for teacher education majors. This is accordance with the *Undang-Undang Guru dan Dosen No. 14 Tahun 2005* in which a teacher must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and have the ability to realize national education goals. Academic qualifications are obtained through higher education in an undergraduate program or a four-year diploma program. Education certificates are given to teachers who have met the requirements and are given by universities that have accredited education personnel procurement programs and are appointed by the Ministry of Research, Technology and Higher Education. Therefore, one of the efforts made by a study program to produce competent teacher graduates is by implementing the *Pengenalan Lapangan Persekolahan (PLP)* program. This course is designed and prepared to train students to acquire knowledge, skills, and the basics of education and teacher values in a complete and integrative manner. As stated in *Peraturan Menteri Riset, Teknologi, dan Pendidikan (Permenristekdikti) Nomor 55 tahun 2017 Pasal 1 butir 8, Pengenalan Lapangan Persekolahan (PLP)* is a process of observation and apprenticeship carried out by Bachelor of Education Program students to study aspects of learning and educational management in educational units.

The existence of PLP students is a form of implementing what they have learned in college. According to (Hasnah, 2023), states that some supervising teachers sometimes think negatively and think that their presence can damage the learning process they have built. Some of the supervising teachers also think differently and think positively that their presence will bring a new atmosphere and new knowledge that they have gained from college so that it is hoped that they can add color to their students' learning. The research results by (Hasnah, 2023) also state that PPL students have a positive influence on learning motivation. This indicator can be seen from the responses of those who feel happy with the presence of PPL students, easily understand what is being conveyed, and have an interest in following the material they teach. This is supported by good student perceptions of PPL students' abilities in mastering the material and implementing appropriate learning strategies.

Many factors can influence students' perceptions of PLP student teaching skills. These factors include the teaching methods used, the quality of material delivery, and creativity in explaining concepts, the ability to overcome learning challenges, and the ability to maintain good interaction in the classroom (Abbas et al., 2023). These differences in perception can affect the way students understand the material taught by PLP students. Students may need time to adapt to the new approach presented by the student teachers, and in some cases, this may lead to gaps in their understanding.

There are some studies related to the teaching competence of PLP students, such as (Kareviati, 2022) indicated that there is room for improvement in the skills and competence of PPL (Pre-Service Teacher Training) students, particularly in the domain of personality competencies. Based on the results of research, the

personality competencies of PPL students are categorized as “sufficient”. Moreover, (Mz et al., 2022) indicating that there is a noticeable improvement in students’ foundational teaching skills and teaching competence after the School Field Introduction (PLP) activity has been implemented. According to the results of this research, the implementation of the School Field Introduction (PLP) on the fundamental teaching abilities of aspiring elementary school teachers is extremely well done, and it can improve students’ fundamental teaching abilities after completing the School Field Introduction (PLP) activity. From the several previous studies that mention, it shows that there are similarities and differences with the research that writer conducted. The similarities of the research show that the entire researchers discuss about the competence or skills of PLP students in the teaching practice process at school. This is the similarity where the writer focuses on researching the teaching competence of PLP students. However, the difference between previous research and the research that the author carried out is that the writer examines how is the level of readiness of PLP 2 UKI Toraja students to become competent English teachers based on the four teacher competencies.

Pengenalan Lapangan Persekolahan (PLP) program is very good for students so the students can experience firsthand the real situation and conditions of learning itself. However, after this program is completed, students still need an evaluation. With the evaluation, students know the shortcomings during the learning process. Whether students have understood the material presented during the lesson, or whether the learning process that has been applied by students is coherent according to the procedure. The PLP program requires an evaluation from students about how the impact of PLP students’ teaching skills on their learning. Therefore, the researcher conducted this study so it can be used as input for the improvement of the next PLP program. As such, it provides a better understanding of what works and how to continuously improve it. By examining PLP student teaching competence, it is possible to assess the extent to which the practical experience is effective in helping students develop their knowledge and skills. Based on the background above, the researcher interest to conduct research about “The Readiness of PLP 2 UKI Toraja Student to become a Competent English Teacher: An Analysis of the Four Teacher Competencies”.

METHODS

In this research, the researcher used quantitative research method. According to Sugiyono, quantitative method as an approach that uses numerical data and statistical techniques to answer research question (Sugiyono, 2016). This research is quantitative non-experimentation, which is a research method that does not use experiments. The type of research is descriptive quantitative. The instruments used in this research to obtain data regarding how is the level readiness of PLP 2 UKI Toraja students to become competent English teachers based on the four teacher competencies is questionnaire with 23 items statement.

This research was conducted at SMPN 1 Rantepao which was carried out from January 15 to January 16, 2024. The criteria of the participants in this research are students who have been taught by PLP II students from the English Education Study Program of UKI Toraja, which is there are 3 classes included, namely VIII.2, VIII.4,

and IX.8 with the total student is 92. In analyzing student responses, researcher use formula from Sugiyono, as follow:

- To find the ideal score with this formula:

$$\text{Ideal score} = \text{Scale Point (the highest likert score point)} \times \text{Number of respondent}$$

$$\text{Scale Point (the highest likert score point)} = 4$$

$$\text{Number of respondent} = 92$$

$$\text{So, ideal score} = 4 \times 92 = 368$$

- After determining the ideal score, the data can be processed with the likert formula:

$$P = \frac{\text{frequency of each statement}}{\text{ideal score}} \times 100\%$$

(Sugiyono, 2016)

- After that, determine the interval range with the formula:

$$I = \frac{100}{\text{Total likert scale score}}$$
$$= \frac{100}{4}$$
$$= 25$$

So, the interval range is 25. The result of the descriptive percentage calculation obtained was grouped into categories as follows:

Table 1. Interpretation of Readiness

No.	Classification	Interval
1.	Very Ready	76% - 100%
2.	Ready	51% - 75%
3.	Not Ready	26% - 50%
4.	Very Not Ready	0% - 25%

FINDINGS AND DISCUSSION

Data processing using descriptive percentage analysis, namely the description of a questionnaire consisting of 23 statement items. Answers from the questionnaire were obtained from 92 students as respondents. Each indicator is presented in a table and interpreted using the percentage descriptive analysis formula.

1. Pedagogic Competence

Table 2. Recapitulation of pedagogic competence calculations

No.	Statement	Frequency	Percentage
1.	PLP 2 UKI Toraja students use language that is easy to understand in explaining English materials.	332	90,21%
2.	PLP 2 UKI Toraja students provide relevant examples in clarifying learning materials	324	88,04%
3.	PLP 2 UKI Toraja students emphasize important material so that it is easy to remember.	306	83,15%
4.	In the learning process, PLP 2 UKI Toraja students use learning media such as video and audio in teaching English.	297	80,70%
5.	PLP 2 UKI Toraja students use various games in teaching.	315	85,59%
6.	PLP 2 UKI Toraja students use discussion/ study group methods in the learning process	314	85,32%
7.	PLP 2 UKI Toraja students use learning media that is tailored to the abilities of students	315	85,59%
8.	UKI Toraja PLP 2 students are able to understand the learning needs of each student.	306	83,15%
Average		313.625	85.22%

Pedagogical competence means the ability to manage learning which consists of having the ability to carry out learning in the classroom, having an understanding of student characteristics, the ability to use learning media and package it in an interesting form, and the ability to actualize the various potentials that exist in students. In *Undang-Undang No. 14 Tahun 2005* concerning Teachers and Lecturers, it is stated that pedagogical competence is the ability to manage student learning. This competency can be seen from a teacher's ability to plan teaching and learning programs (Febriana, 2021).

Based on the results of the data that has been processed, it is found that the overall average score of pedagogic competence of PLP 2 UKI Toraja students when teaching English is 85.22%, which this score is included in the very ready category (76% - 100%). Thus it can be concluded that the analysis of the readiness of PLP 2 UKI Toraja students in teaching English at SMPN 1 Rantepao in terms of their pedagogic competencies, the readiness of PLP 2 UKI Toraja students to become competent teachers are classified in a very ready category.

2. Professional Competence

Table 3. Recapitulation of professional competence calculations

No.	Statement	Frequency	Percentage
1.	PLP 2 UKI Toraja students have a good mastery of the material so it's easy to understand.	329	89.40%
2.	PLP 2 UKI Toraja students develop English learning materials creatively.	319	86.68%
3.	PLP 2 UKI Toraja students provide constructive feedback to help understand English.	317	86.14%
4.	PLP 2 UKI Toraja students provide opportunities for students to respond/ask questions about the material that has been taught.	334	90.76%
5.	PLP 2 UKI Toraja students review or briefly remind the material that has been taught at the end of the lesson.	318	86.41%
Average		323,4	87.88%

Professional Competence is a teacher's ability to master the learning material that will be taught to students in a broad and in-depth manner. The professional sub competency is mastering the scientific substance related to the field of study by having essential indicators, understanding the teaching material in the school curriculum, understanding the structure, concepts and scientific methods that overshadow or are coherent with the teaching material, understanding the relationship of concepts between related subjects, and applying scientific concepts in everyday life.

Based on table 2 regarding the recapitulation of professional competency calculations for PLP 2 UKI Toraja English Language Education Study Program students, it shows that the overall average percentage is 87.88%. This states that the analysis of the readiness of PLP 2 UKI Toraja students in teaching English at SMPN 1 Rantepao in terms of their professional competencies, the readiness of PLP 2 UKI Toraja students to become competent teachers are classified in a very ready category.

3. Personality Competence

Table 4. Recapitulation of personality competency calculations

No.	Statement	Frequency	Percentage
1.	PLP 2 UKI Toraja students are fair and do not discriminate in treating students.	354	96.19%

2.	PLP 2 UKI Toraja students have a good attitude as teachers so that they become role models.	337	91.57%
3.	PLP 2 UKI Toraja students give rewards/praise for every student achievement.	309	83.96%
4.	PLP 2 UKI Toraja students have a friendly attitude towards students.	346	94.02%
5.	PLP 2 UKI Toraja students help students who have difficulty in learning English.	336	91.30%
Average		336,4	91.41%

The success of learning can be influenced by the characteristics of the teacher's personality. Teachers who have good personality competence will be able to manage learning well, including their ability to interact with students. Besides understanding the subject matter in great depth, it is important to have a good personality as well. Because students not only see a teacher's knowledge abilities, but also the values of honesty and discipline they see in them, they will be inspired to adopt these values as well. In *Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Sisdiknas*, it is explained that teacher personality competence is a personal ability that reflects a steady, stable, mature, wise, authoritative personality, a role model for students, and a noble character. Based on the results of the data that have been processed, it is found that the overall average score of PLP 2 UKI Toraja student personality competence in teaching is 91.41% which is included in the very ready category (76% - 100%).

4. Social Competence

Table 5. Recapitulation of social competence calculations

No.	Statement	Frequency	Percentage
1.	PLP 2 UKI Toraja students are able to adapt to various different characteristics of students.	294	79.89%

2.	PLP 2 UKI Toraja students are open to the opinions of each student.	315	85.59%
3.	PLP 2 UKI Toraja students communicate politely in interacting with students.	333	90.48%
4.	PLP 2 UKI Toraja students discuss the problems faced by students and provide solutions in overcoming these problems.	297	80.70%
5.	PLP 2 UKI Toraja students teach mutual cooperation in the form of discussions and group work.	334	90.76%
Average		314.6	85,48%

According to (Febriana, 2021), social competence is the teacher's ability to communicate and get along effectively with students, teaching staff, student guardians, and the community. Based on the results of the processed data, it was found that the overall average score of social competence of PLP 2 UKI Toraja students when teaching was 85.48%. This indicates that the social competence of UKI Toraja PLP 2 students is included in the very ready category (76% - 100%). Then based on the results of the data analysis it was found that social competency can be said that PLP 2 UKI Toraja students were classified as being very ready to become a competent teacher.

CONCLUSION

Based on the results of this research, it was concluded that the readiness of PLP 2 UKI Toraja students to become competent English teachers was classified as very ready based on the four teacher competency standards. This can be seen from the achievement results of the data calculations obtained, it was found that the pedagogic competence of PLP 2 UKI Toraja students was 85.22%, professional competence obtained a percentage of 87.88%, personality competence with a percentage of 91.41%, and social competence which received an assessment from students with a percentage of 85.48%. The results of all these percentages fall into a very ready level of readiness with a range (76%-100%) to become a competent teacher candidate.

REFERENCE

- Abbas, N., Budiyono, S., & Maslachah, C. (2023). Persepsi Siswa Terhadap Kemampuan Mengajar Mahasiswa Praktek Pengalaman Lapangan di Madrasah Aliyah Negeri 1 Surakarta. *Akhlaqul Karimah: Jurnal Pendidikan Agama Islam*, 2(2), Art. 2.
- Febriana, R. (2021). *Kompetensi Guru*. Bumi aksara. https://books.google.com/books?hl=en&lr=&id=vp5OEAAAQBAJ&oi=fnd&pg=PP1&dq=info:0wPKFAGGja4J:scholar.google.com&ots=E8IzdOreUo&sig=YFGDN4z5Kku1Weo3fk-T9zv_Wmk

- Hasnah, M. (2023). Eksistensi Mahasiswa PPL dalam Meningkatkan Motivasi Belajar Pendidikan Agama Islam. *PELITA - JURNAL PENDIDIKAN DAN KEGURUAN*, 1(1), Art. 1.
- Kareviati, E. (2022). Perspektif Guru Pamong Terhadap Kompetensi Mahasiswa PPL Pada Sekolah Menengah Pertama Di Cimahi. *Jurnal Profesi Pendidikan (JPP)*, 1(2), Art. 2. <https://doi.org/10.22460/jpp.v1i2.15037>
- Makorohim, M. F., Yulianti, M., Alficandra, Henjilito, R., Abdullah, N. M., & Lobo, J. (2022). Readiness to become a physical education teacher: An analysis of the four teacher competencies. *Journal Sport Area*, 7(3), 485–497. [https://doi.org/10.25299/sportarea.2022.vol7\(3\).9269](https://doi.org/10.25299/sportarea.2022.vol7(3).9269)
- Mujahidah, H. H. dan M. (2017). EKSPEKTASI GURU PAMONG DAN SISWA TERHADAP KEMAMPUAN MENGAJAR MAHASISWA PPL (PRAKTEK PENGALAMAN LAPANGAN) STAIN PAREPARE: *Al-Ishlah: Jurnal Pendidikan Islam*, 15(2), Art. 2. <https://doi.org/10.35905/alishlah.v15i2.563>
- Mz, A. S. A., Huda, M. M., & Kharisma, A. I. (2022). Implementation of School Field Introduction (PLP) on Basic Teaching Skills for Prospective Elementary School Teacher Students. *Jurnal Basicedu*, 6(1), 1408–1416. <https://doi.org/10.31004/basicedu.v6i1.2057>
- Siumarlata, V. (2021). Students' Perspectives on Microteaching Impact on Their Performance In PLP II At The Sixth Semester Students of English Department of FKIP UKI Toraja. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(2), Art. 2. <https://doi.org/10.30605/onoma.v7i2.2368>
- Sugiyono. (2016). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R & D* (6th ed.). Alfabeta.