

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is an important thing in human life to improve the standard of living, improve the quality of human resources, and educate the nation's life. Therefore, humans have the right to obtain education and develop to realize their goals (Napisah, 2019). Based on the provisions of Law No. 20 Article 1 of 2003 concerning the National Education System, "education" is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual provisions, self-control, personality, intelligence, morals, and noble character, as well as the skills needed by themselves, society, nation, and state.

In this education era, A teacher is personally involved in improving educational standards. The role of an educator in learning is a critical element of education (Harmanto, 2015). It is stated in Law No. 14 of 2005 that teachers are placed as facilitators, motivators, stimulators, learning engineers, and inspirational learners for students. Referring to the local article, there are 8 main points related to qualification, competence, and certification, which state that "Teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals." The competence referred to in the law is teacher competence.

Competence is a description of what a person should do in his work, as described in Law number 14 of 2005 concerning teachers and lecturers, article 1 paragraph (10), which states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers and lecturers in carrying out professional duties. Teacher competence is the skill of a teacher to handle the teaching and learning process from the packaging process to the learning outcome evaluation process, which consists of an educational system of 1) academic foundations, 2) student behaviors, 3) curriculum design, 4) lesson plans, 5) teaching instruction, 6) software development application (Mulyasa, 2005).

From other references, Voss et al. (2014) claimed that the critical aspects of pedagogical competence were classroom data processing, classroom strategies knowledge, testing knowledge, learning outcomes structure and language learning, learning strategy and performance, and the potential to relate to traditional schools in the class. Meanwhile, according to Konig (2017), a teacher's competence is based on the unique knowledge possessed by the teacher related to the subject in achieving learning objectives. In addition, teachers must understand the overall scope of the study. In this case, Konig also explained that teachers must have broad principles and good classroom and organizational management strategies. The teacher's knowledge about learning theory and teaching principles, understanding of various educational philosophies, learners' knowledge, and classroom management principles and techniques are equally important.

Based on the explanation above, a teacher is required to have readiness in the form of competencies that they must achieve as a form of professional standards. So, in an effort to ensure that every teacher has good competence, the Teacher Competency Test in Indonesia is carried out. But unfortunately, in 2020, it was found that the teacher competency examination data in Indonesia showed a fairly low number. At the national level, it was found that the value of the Teacher Competency Test only reached a score of 54.13. This figure can be said to be quite low considering the need for competent teachers is very high in Indonesia. However, in the Teacher Competency Examination in Indonesia, it was found that only Pedagogic Competencies and Professional Competencies were tested, even though the regulations in the Act listed 4 competencies (Kemdikbud, 2020).

As teacher candidates, various higher education institutions ensure that their students will meet all the requirements as prospective teachers. The cultivation of pedagogic competence is applied through training and practice, which we usually call the Internship Program, where students are directly deployed to the field (Oktarina, 2021). The readiness of students to become professional teachers is critical because having this readiness can minimize mistakes that occur while carrying out their profession. Because a teacher can be said to be ready if he already has the required competencies (Yulianto & Khafid, 2016).

Readiness to carry out the profession as a teacher is an important thing to consider for students who become prospective teachers. The supplies that are prepared later can be used as provisions that are useful for themselves and also for

others. In this case, self-readiness can help students face challenges at school and in the environment outside. So it can be explained that readiness in terms of plans must be owned by prospective teachers in teaching where prospective teachers must understand the stages such as preparing activities in the delivery of knowledge to students to achieve their learning goals. The most important thing for prospective teachers is how they are able to improve the quality of their work to develop effective and efficient learning (Napisah, 2019). According to Hamalik (2002), "Teachers will carry out their responsibilities if they have the necessary competencies". The competence in question is teaching competence, which is the ability and skill of a person who has knowledge, skills, and experience that can be applied properly and is full of responsibility to carry out teaching tasks.

The learning process in the classroom will not have a big influence on the development of students' skills and expertise if it is not accompanied by activities outside the classroom that support it (Maghfiroh, 2016). Therefore, activities such as introductions to the work environment have emerged, such as internships. According to Ghoer et al. (2019), an Internship Program is an activity that needs to be carried out by students, where this activity has been regulated by related parties or institutions, both universities and study programs, as a form of evidence or assessment requirements in certain courses or even used as graduation requirements. This activity aims to prepare students to enter the world of work. Students not only receive theory but will be trained to solve problems directly in the field. Students will also gain new insights or knowledge and be able to apply the theories they get during learning to carry out their activities.

The internship program is the form of learning by doing activities in the context of forming the knowledge, skills, and attitudes of prospective teacher students. The internship program aims to provide early experience (earlier exposure) to build the identity of prospective educators, strengthen educational academic competencies and fields of study, strengthen the initial abilities of prospective teacher students, develop learning tools and pedagogical skills in building the areas of expertise of educational candidates to carry out learning activities (Muslih, 2014).

The Internship Program is also carried out by the Teacher Training and Education Faculty, Ponorogo University, to process and test students' abilities in competency development, especially the basic competencies that a teacher must have, including social competence, professional competence, personality competence, and including pedagogical competence. This internship program is used as a course and is divided into three stages. The first stage is Teacher Character Building which is held in the third semester, the second stage is Teacher-Learning Administration which is held in the fifth semester, and the last stage is Teacher Training which is held in semester 7. These three activities both aim to establish the character and competence of students as prospective teachers later.

Educational internships are academic and practical activities that focus more on managerial and school learning. This internship program is packaged into three courses, namely, the Teacher Character Building course for Internship I that held in semester 3; Teaching-Learning Administration for Internship II that held

in semester 5; and Teacher Training for Internship III that held in semester 7. It is hoped that this internship program will produce teacher candidates with the main authority as teachers in the field of study for junior high schools, senior high schools, or vocational high schools.

Given the above phenomena, this study aims to determine the implications of the internship program toward the students competence as teacher candidates of the English Education Study Program Students. Through this research, the researcher hopes that this research will be able to help and provide suggestions regarding the improvement of program functions carried out by related institutions.

1.2 Statements of the Problem

Considering the context stated, the description of the problem is being determined as follows.

1. What competences do student teachers have after joining the internship program?
2. To what extent do the needs of student teachers for the internship program to improve their teacher's competence?
3. What are the implications of the internship program for an improvement in students teacher's competence?

1.3 Purpose of Research

From this research, the researcher expected the following outcomes, as follows :

1. To find out what skills a student-teacher has as they join the internship program.
2. To analyze the level of student-teacher needs for the internship program could be established to increase their teachers' competence.
3. To describe the internship program's implications for increasing students' teachers' competence.

1.4 The Significance of Research

The result of research is expected to give significance as follows :

1. For faculties and study programs, it can be considered for improving the internship program in the following year.
2. For students, it can be used as a material for self-evaluation while participating in internship programs.
3. For readers, it can be used as a reference for writing in the future.

1.5 Definition of Keyterms

In this study, the researcher used 2 keywords as the basis for the presentation of the research results, as follows :

Teacher competence : is the ability, expertise, and or skills that are absolutely possessed by a teacher. This ability includes cognitive, affective, and action or psychomotor aspects. This teacher competence is a requirement for anyone who has done research in the field they want to teach. It is based on what has been used as a standard in the past (Janawi, 2019).

Internship program : is an activity or program carried out by an institution to give students the opportunity to complete their formal learning by applying practicum, skills, and attitudes as desired to gain hands-on experience (Bawica, 2021).

