



STRENGTHENING RESILIENCE, ENRICHING PARTNERSHIPS

Memperkasa Ketahanan, Memperkaya Perkongsian

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**UNIVERSITI
MALAYA**

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THE READINESS OF GEOGRAPHY EDUCATION DEPARTMENT STUDENTS TO BECOME TEACHERS OF SENIOR HIGH SCHOOL

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1. Introduction

Teacher is a profession that requires some qualifications such as skills, knowledge, legality, and community ethics^{[1] [2]}. Teacher is professional educator with the main duties are educating, teaching, guiding, directing, training, conducting assessment and doing evaluation on the students and implementing education on early children, through formal education, basic and middle education^[3]. Professional teacher is the teacher who is expert in teaching theory and practice, other than mastering science taught and teaching (delivering the materials). Another opinion proposes that professional teacher is the teacher who is able to make his/her students learn about the knowledge he/she masters well^[4]. Good teacher has commitment to his/her students and the learning process, master learning materials, monitor the students' learning results, have systematic, critical, tactical and strategic thinking regarding what she/he is doing, learn from experience, and be aware that she/he is a part of his/her learning community⁵. Based on the definitions above, it can be concluded that professional teacher is teacher who dedicate him/herself to be an educator whose *skills* in supporting his/her profession and skillful both in theory and practice.

Teacher as a profession demands complex mastery so that the students who are teacher to be get early teaching direction. The students as teacher to be is those who will play important roles in the future. Many factors influencing student's readiness to be a teacher, either from internal or external aspect of individual. Some internal factors are talent, interest, intelligence, independence, and knowledge mastery as well as motivation. External factors are family, learning media and equipments, field work practice, and the student's background^[6]. Therefore, academic qualification and competence as the learning agent must be fulfilled, such as healthy physically and mentally and able to achieve national education's purposes in accordance with the government's expectation^[7] that demand a teacher not only certificate but also pedagogic, personality, professional and social competences.

The process to create high quality teacher is Educational Institution for Educational Personnel including Yogyakarta State University (YSU). YSU is teacher educational institution in university level that prepares teachers to be who are expected to be able to conduct their duties as professional in elementary school, junior high school and senior high school, prepare the students to become teacher whose professional competence either directly or indirectly. Geography Education Department in YSU is also expected to yield geography teacher to be in Junior High School Level whose knowledge, skill, attitude, and behavior competences needed for the profession, and also capability and appropriateness in the implementation of education and learning, either in school or outside school. A geography educator is expected to prepare the students to become mature personnel. The readiness can be in the form of knowledge and mental readiness. The readiness to become a teacher is a state that a teacher to be has fulfilled all the requirements prescribed to be a teacher.

The requirements to be a professional teacher should be a basis for geography educators in developing curriculum which is relevant to the demand of teacher to be readiness. Besides, development of geography science and education is the material in curriculum that are expected to become the path for create the graduates who are competent in pedagogy, social, professional, and personality. Another statement proposes

that Teacher education programs often must make decisions concerning the curriculum balance between professional development courses, methods courses, and supporting content courses^[8].

Noted by many researchers, during teaching educational course there are some geography students who feel difficult in applying the competences demand in teaching practice in school. Based on the interview to the students, around 46% of the students are not ready to have profession as teacher yet. They said that they have not mastered teaching competences as expected. Based on the brief explanation, the researcher is interested to follow up the problem above as analysis concerning the geography students' readiness to become professional teacher.

2. Formulation of Problem

Based on the background, the problem is formulated as the following: "How is the readiness level of the students of Geography Education Department of YSU to be professional teacher viewed from knowledge in pedagogy, personality, social, and professional aspects?" This research is designed by using deskriptive evaluative method with research type is simple evaluation. "Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or of the potential utility of alternative approaches designed to attain specified objectives"^[9]. It is added that "...it is useful, however only when there is a decisión to continue, modify, or stop a program, or activity"^[10].

The research variables are: 1) Pedagogic competence, related to capability in managing learning; 2) Professional competence, capability in mastering learning materials extensively and deeply; 3) Personality competence, related to capability to have strong, noble, and wise personality, as well as to lead the students; and 4) Social competence, related to teacher's capability to communicate and interact effectively and efficiently to students, other teachers, principal, parents/ student's trustee and the society surrounds.

This research was conducted in Geography Education Department of Faculty of Social Sciences of YSU in October-December 2012 to Geography Education students in semester VII, IX, and XI who had conducted KKN-PPL practice (field work practice) as many as 190 students. The number of the research sample is 67 students or 35% of the population taken randomly. The data were collected by using closed questionnaire by giving check mark (✓) on the selected answer. Every answer item of the statement is given score in the form of *rating scale* which is assisted by ideal average score (Mi) and ideal standard deviation score (S_{Bi}). Tendency norm is divided into four categories: (1) > (Mi + 1.5 S_{Bi}): excellent, (2) Mi - (Mi + 1.5 S_{Bi}): good, (3) (Mi - 1.5 S_{Bi}) - Mi: fair, and (4) < (Mi - 1.5 S_{Bi}): poor. The data were analyzed by using quantitative descriptive technique that is used to describe and determine level of categorization of geography learning process.

3. Discussion

Readiness is the main capital for everyone to work, so maximum results will be obtained. A student is ready to become a teacher if she/he is able to and have capability to show her/his competence in accordance with society's demands. Readiness is the whole condition of someone that makes her/him to be ready for giving responses or answers in certain way toward a situation^[11]. It means that someone has ability in completing a work without any difficulty and restriction with good results^[12].

Geography Education students' readiness to become professional teacher is prepared and formed through learning process in university as well as developed through practice. According to Regulation of Minister of National Education Number 16 year 2007 regarding Standards of Professional Teacher, it is described that the academic qualification required is undergraduate degree and the competences required are pedagogic, personality, social, and professional. In other words, the readiness of Geography Education Department student is the condition in which a student has been ready for being educational personnel related to

knowledge, skill, and competence owned by Geography Education Department student. Geography Education Department students are the students prepared by Educational Institution for Educational Personnel to become professional educational personnel with knowledge, skill, mental, and emotion to practice geography science that has been obtained in maximum way.

The results of the research concerning the readiness of Geography Education Department student to become senior high school teacher that emphasizes on student's knowledge concerning four competences, which are pedagogic, personality, social, and professional that are presented as follows.

Pedagogic Competence

Description of readiness of Geography Education Department students to become professional teacher viewed from knowledge aspect and pedagogic competence understanding with the indicators shown in table 1. Calculation was done toward good and excellent category answers. Visually, categorization of knowledge and understanding of professional competence of Geography Education students can be seen in Figure 1:

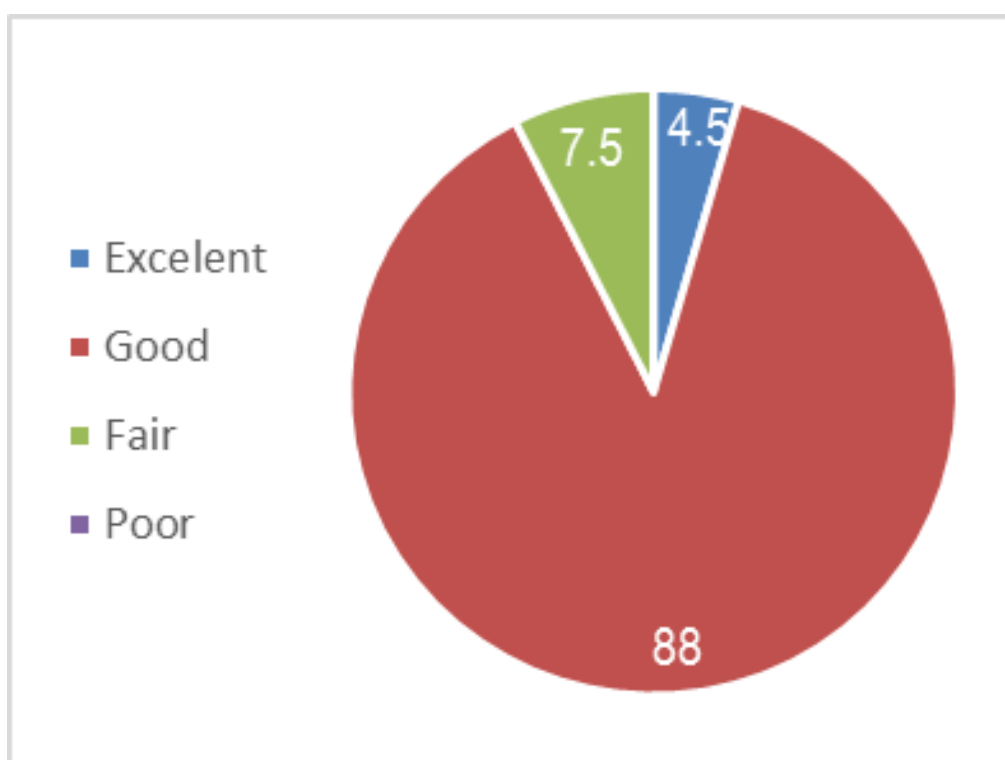


Figure 1. Visualization of pedagogic competence percentage of geography education students

The data describes most students of Geography Education Department who had conducted field work practice have mastered pedagogic competence well, although some of them do not achieve that yet. Table 1 shows that the students' knowledge regarding the students' characteristics has lowest percentage.

Table 1.
Distribution of Knowledge Frequency of the Students concerning Pedagogic Competence

No	Indicator	Frequency	Percentage
1.	having knowledge about students' characteristics	57	85.07
2.	mastering theory and teaching principles	59	88.06
3.	developing syllabus	66	98.51
4.	implementing educating-based teaching	58	86.57
5.	using information and technology	64	95.52
6.	having knowledge about teaching models	58	86.57
7.	performing effective, emphatic, and polite communication	63	94.03
8.	evaluation and assesment	64	95.52
9.	deciding the learning completeness	61	91.04
10.	improving teaching quality	64	95.52
Average		61	91.64

Both data description shows that laws and regulation in Indonesia have proposed that pedagogic competence in managing the students' learning, design and learning implementation, and student development to actualize various competences which must be owned by teacher¹³. The percentage describes that the ability of teacher to be required is having knowledge and skill in teaching¹⁴.

Personality Competence

Personality competence reflects teacher to be's personality which is strong, stable, mature, wise, and authoritative, as well as on time and committed toward his/her duties. The description of knowledge and understanding of personality competence of Geography Education Department students can be seen in Figure 2 and table 2.

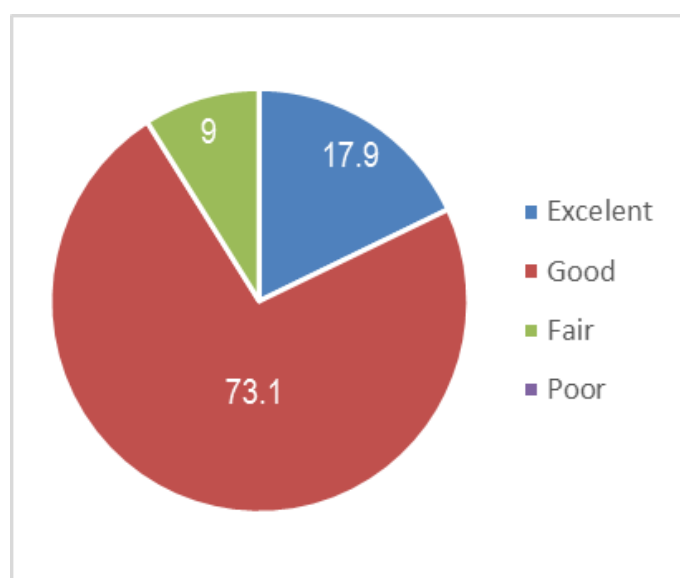


Figure 2
Visualization of Personality Competence percentage

Figure 2 shows data of geography education department students' readiness which is relatively good and only few of them who have not understood personality competence of a teacher. This condition should be maintained by the students when they become teacher while for institution, it is expected to maintain the existing atmosphere. Strong personality of teacher has influence toward the success of human resource development. Teacher's mastery of personality competence will be very helpful in the effort of student's characteristic development. By performing a good figure, students will tend to be convinced with the materials she/he teaches.

Table 2
Distribution of Frequency of Student's Knowledge concerning Personality Competence

No	Indicator	Frequency	Percentage
1.	a behavior based on the norms, religion, law, social, and Indonesian culture	61	91.04
2.	the knowledge about the role model for the students and society	57	85.07
3.	logic and creative behavior	61	91.04
4.	the pride of becoming teachers	62	92.54
5.	the knowledge about teacher's code ethics	63	94.03
Average		61	90.75

Personality competence that is measured in this research describes that every indicator of personality has been owned by some of the students. The data regarding good attitude understanding as the model for students and colleagues is the lowest indicator than others. It is because of the low experience of the students.

Social Competence

Description of the Geography Education Department students' readiness to become professional teacher is viewed from social competence as follows.

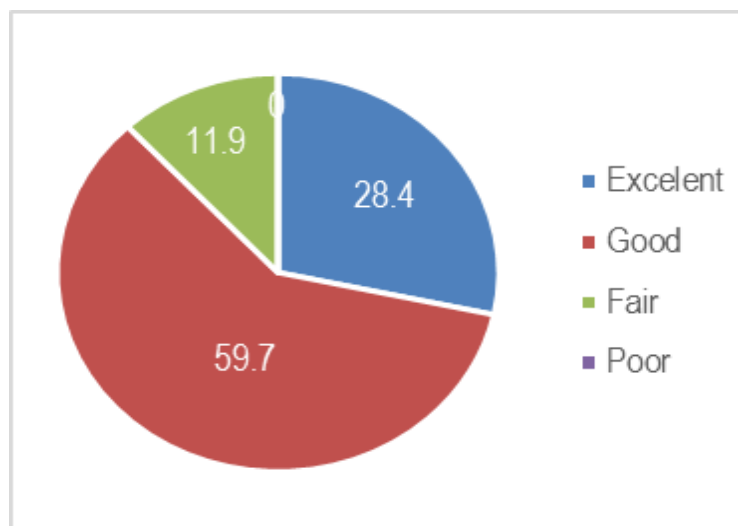


Figure 3.
Visualization of social competence percentage

Data in Figure 3 shows that some of the students have high social understanding. Students have ability to communicate and interact effectively and efficiently with the students, other teachers, principal, parents/student's trustee and society surrounds. Table 3 shows that the lowest social competence shown by ability to communicate effectively, empathically, and politely to other teachers, educational personnel, parents, and society. Although the number is not sufficient yet.

Table 3
Distribution of Frequency of Students' Knowledge Concerning Social Competence

No	Indicator	Frequency	Percentage
1.	receiving differences	61	91.04
2.	the teaching materials mastery	55	82.09
3.	ability to adapt	58	86.57
4.	the willingness to communicate	61	91.04
Average		59	87.69

Teacher's social competence is closely related to ability in communicating with society, either society around the school or society where the teacher lives^[15]. The role and the way the teacher communicate in social life is which is expected to have own characteristic that a little bit different than those who are not teacher. Teacher has humanity mission. The data describes communication ability orally or written, and sign by using information and communication technology so that she/he can get along with them effectively either with the students or with colleagues, student's trustee or parents and get along with society surrounds politely.

Professional Competence

The Geography Education Department students' understanding of professional competence is shown in figure 4 and table 4. The figure presents a state which one third of the respondents have sufficient professional competence. However, most of them are in good category.

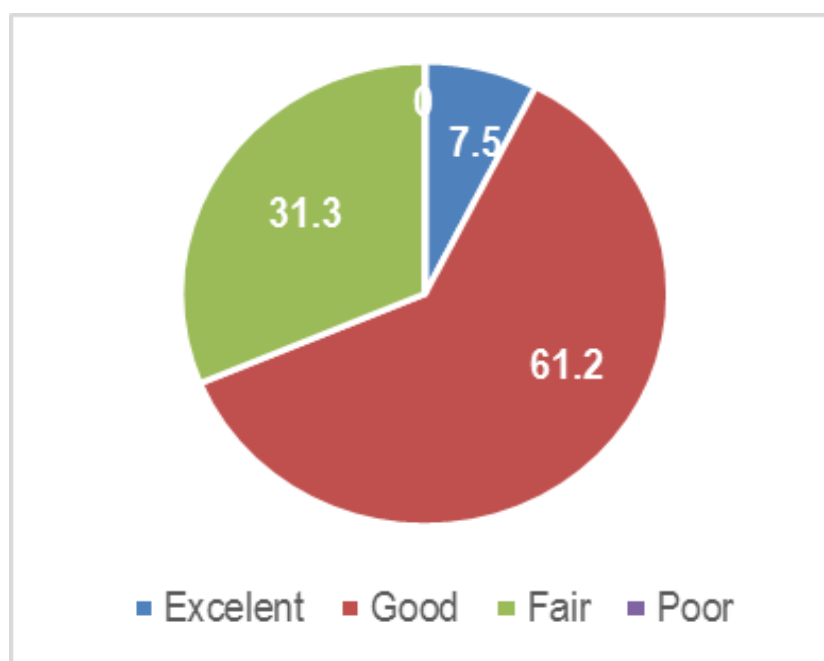


Figure 4
Visualization of Professional Competence Percentage

The data shows that the students have ability in mastering materials extensively and exhaustively in line with the laws and regulations prevail in Indonesia. The students have qualification in accordance with standard of quality or norms¹⁶. So, it can be found that Geography Education students batch 2009 of Faculty of Social Science of YSU have good professional competence, according to the reference that is Regulation of Minister of National Education Number 16 year 2007 regarding Standard of Teacher's Qualification and Teacher's Competence.

Table 4
Distribution of Frequency of Students' Knowledge Concerning Professional Competence

No	Indicator	Frequency	Percentage
1.	mastering teaching materials, structure, concepts and mind set of knowledge	30	44.78
2.	mastering Geography standard of competence and basic competence	51	76.12
3.	having ability to develop Geography teaching materials creatively	53	79.10
4.	having knowledge about classroom action research	37	55.22
5.	having ability to utilize ICT	58	86.57
Average		46	68.36

Table 4 shows that the students' mastery in geography materials is relative low. Besides, conducting action research as the media of effective learning development has not been understood by some students. This result implies that strengthening toward the indicator needs to be improved in instruction.

Based on the results of analysis and brief description above, it can be stated that the Geography Education Department students' readiness to become Senior High School teacher which is viewed from knowledge and understanding of the four aspects of competence as follows.

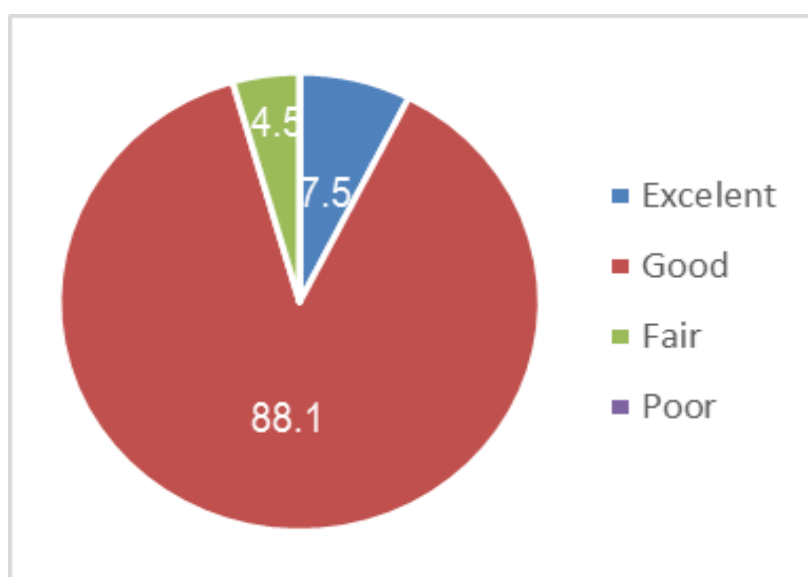


Figure 5
Visualization of the Students' Readiness to become Teacher

Data in figure 5 shows that most students have knowledge and competence as teacher as the measurement of readiness to become geography teacher in Senior High School level, only few of them who have not known yet. It describes that the learning process and academic atmosphere in university is relatively good in supporting the competences made by the government. However, the researcher is aware of this. Based on the analysis the students are only considered as teacher to be and they have not mastered the competences entirely. It needs further research concerning other basic competences of teacher, as well as needs opinion from teacher and lecturer regarding the students' competences which have not been considered as the research subject.

4. Conclusion

Based on the research purpose, problem and analysis, it can be concluded that majority of the students have known and understood well a geography teacher's duties in Senior High School level. Specifically, it should be followed up by reinforcement in terms of material mastery and learning development effectively through class action research.

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