The Perception of MTsN 8 Agam Students on Teaching Competence of Student Teacher from PAI Department of STAI-PIQ West Sumatera 2019-2020

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Abstract: Practical Field Experience (PPL) aims to shape students into prospective professional educational staff. PPL is also a special course for Islamic Religious Education (PAI) study program students who are given in semester VIII to apply the theories they have acquired during lectures and are part of the curriculum that has become a stipulation for Sekolah Tinggi Agama Islam Pengembangan Ilmu Alquran (STAI-PIQ), especially in this study are students of the Islamic Religious Education Study Program at semester VIII of the 2019/2020 Academic Year. The population in this study were students of MTsN 8 Agam Bukittinggi in class VII as many as five locales consisting of VII-1, VII-2, VII-3, VII-4, VII-5, totaling 126 students, taken as many as 95 samples. The sample is taken randomly. The method used is a quantitative method with percentage descriptive analysis. The conclusion of this study is that the perceptions of MTsN 8 Agam students towards the teaching competence of PPL students of the PAI STAI-PIQ West Sumatra Study Program in 2019/2020 are categorized as good with four competencies, namely pedagogic competence, personal competence, social competence, and professional competence. One of the four competencies, namely personality competence, is in the very good category. Even so, there are still many competency indicators that have not been mastered by PPL students of PAI STA-PIQ West Sumatra Study Program.

Keywords: teaching competence, STAI PIQ West Sumatra.
**I. Introduction**

Teachers are the foundation of education. With their hands their create professionals, scholars and experts of various fields of science. They are always ready to educate and guide their students. It is a profession with a very little day off. When someone becomes a teacher, she/he will wear that title everyday and everywhere. The irony of Indonesian teacher is how little they are rewarded for the time they offer for educating people. It is a loss for them. And for that profession, they are also demanded to improve their quality in knowledge, insight, teaching methods, and many others.

To become a professional teacher is an obligation. The job is always associated with integrity, personality and even image of humanity. Educational institution is like a laboratory where teachers experiment on the fate of human and nation. If a teacher does not have good integrity and personality, this nation will never have a bright future.

To become a teacher some one need to have careful preparation. It is not an easy job. Education world needs teachers who are productive, professiona and have quality. As stated in the Regulation about lecturer and teacher, teacher is a professional educator who is mainly responsible to educate, teach, guide, train and evaluate students at formal early childhood institution, elementary school and middle school.

All that responsibility is included in the teaching learning process at school. The process of learning and teaching are activities between teacher and student which need careful plan and preparation. So, in order to perform well, a teacher needs to know what to prepare and master for example what competence a teacher should has, what to prepare before teaching, and how to do the evaluation.

*Sekolah Tinggi Agama Islam Pengembangan Ilmu al-Qur’an Sumatera Barat* (STAI-PIQ) is one of high institutions in West Sumatera that offers teacher education program through its Islamic Education Deparment. The institution seeks to prepare qualified and professional teacher in their fields especially in Islamic education. In order to successfully fulfill those responsibilities, a teacher needs to have competence. So, students of STAI-PIQ must participate in the field practice (hereinafter called PPL), a series of curriculum activity that follows requirements for the operation of education and teaching at schools.

PPL aims to train student teacher to be a professional teacher with expected competence according to education principles including
pedagogical competence, personality competence, social competence and professional competence. PPL is one of course that PAI students must take at semester VIII to practice all knowledge they gained throughout seven semesters. The subject of this research is STAI-PIQ student teachers at eighth semester from PAI Department year 2019/2020.

Before going to the schools chosen by the Institution, the student teacher of PAI department attended lectures to listen to explanation from committee about the school situation and what preparation they needed so that they would be ready to teach like a professional and competence teacher. They also did some training in micro teaching class, acting as a teacher in front of their friends. Micro teaching class was taken at sixth semester as a requirement to take PPL course. Students who did not pass micro teaching test could not participate in the PPL.

PPL is the end of all theoretical education given to students of PAI. This is the final step to learn how to become a real teacher. All courses and classes attended in the previous semesters were aimed to prepare them to have systematic and scheduled teaching ability for the PPL. So, PPL should be used as central guide by all lectures in PAI study program. In other words, they should consider and plan what their classes can contribute in producing professional and competence teachers in the future.

STAI-PIQ cooperated with public and private schools in Padang City and outside Padang City in order to successfully carry out the PPL. The schools who cooperated were including elementary level (MIN and SD), junior high school level (MTs and SMP), and senior high school level (MA and SMA). MIN is Islamic elementary school while SD is public elementary school. MTs is Islamic junior high school and SMP is Public junior high school. MA is Islamic senior high school and SMA/SMK is public senior high school and vocational high school.

In 2019, 10 students of PAI STAI-PIQ conducted the PPL at MTsN 8 Agam located in Panampuang in Ampek Angkek District, Agam Regency, near Bukittinggi City West Sumatera. All the ten students were assigned by their tutor teachers to be student teachers handling PAI related subjects such as Al-Qur’an Hadis, Fiqh, Akidah Akhlak, Islamic Culture History (SKI), and Tahfiz program. Tahfiz is the main program proposed by the students of STAI-PIQ for their targeted schools. Of those ten students, 7 were teaching at class VII 1, VII 2, VII 3, VII 4, VII 5 and 3 were teaching at class VIII.

It is normal for the school students to expect that the student teachers have lower ability compared to their real teachers. And this is what happens in the field. Based on this phenomenon, student teachers should be prepared with their performance before entering classes. Another challenging factor is student age. In this case, the students at MTsN 8 Agam were all teenagers. So for the student teachers, confidence, strong personality, clear instruction, subject mastering and class management are main ingredients to face those students. Especially when they had to face the students who liked to
underestimate student teachers, because every student can have their own perception about student teachers.

A week before coming to the school, the student teachers were attending lectures, studying about how to make a lesson plan, evaluation techniques, teacher personality, and how to write field research report. After the classes, the student teachers were hoped to be prepared to teach at the school. However, they might face various problems and they had to try solve the problem by themselves. Heterognous students who had different backgrounds required them to use different solution.

During PPL the student teachers will interact and communicate with teachers, students and school community in general. Students are one of the main elements of student and teacher interaction. So, teacher action needs to be oriented to student needs and abilities. It means that learning efficiency should not only be measured on teacher perception but also on student needs.

Therefore, in order the PPL program at MTsN 8 Agam could be conducted effectively, the research felt that there needed to be a study on the most suitable student teacher teaching ability based on student perception. Therefor, the topic of this research is The Perception of MTsN 8 Agam Students on Teaching Competence of Student Teacher from PAI Department STAI-PIQ West Sumatera.

II. Perception on Teaching Competence

Perception can be defined as response or opinion on something. Reponse is seen as memory images from observation after the object being observed is not in the observation time and space. When the process stops, what left is its impression. That impression is called response. Perception is one of human important psychological aspects in responding surrounding existing aspects and phenomena. Every person tends to perceive same thing differently. Siagian stated that perception is a process of a human organizing and interpreting his/her sensory impressions in an effort to give meanings to his/her surroundings.

So, the perception in this research is student response on teaching competence of student teachers from PAI department STAI-PIQ West Sumatera and description about their real teaching ability during the PPL at MTsN 8 Agam. Every student will have different perception.

Competence is a number of abilities possessed by teacher in teaching. In general, teachers are responsible to educate, teach and train. Educate means transfer and develop knowledge and train means develop student life skills.

1 Abu Ahmadi, Psikologi Umum, Jakarta: Rineka Cipta, 2009, p. 68.
2 Fajar Arifianto, Jurnal Nominal volume III Nomor 2 Tahun 2014, Yogyakarta, p. 157.
3 Siagian, Sondang P, Teori Motivasi, Jakarta: PT. Rineka Cipta, 2004, p. 100.
To do that a teacher needs to have certain competence as part of his/her profession. The Regulation of Republic of Indonesia number 14 Year 2005 about lecturer and teacher defines competence as "A set of knowledge, skills, and behavior that should be possessed by teacher or lecturer to do their profession."

In addition to that, chapter 10 of the Regulation stated that Teacher competence includes pedagogical competence, personality competence, social competence and professional competence. Every teacher has special place in student's heart. Some teachers are idols and inspire their students. At least there are 10 characteristics of loved and idolized teacher: a) A Cheerful and kind teacher; b) A Sociable teacher who can easily get along with students; c) a teacher who is passionate and enthusiastic when teaching; d) Teacher who respects and appreciate students; e) A teacher who cares for her/his students; f) Creative and interesting teacher; g) a tech savvy teacher; h) considerate teacher; i) a teacher who masters her/his subject; j) sensitive teacher.

III. Fieldwork Experience Practice

Fieldwork or called in bahasa ‘Praktek Pengalaman Lapangan’ (PPL) is a course and program designed by STAI-PIQ as an intra-curricular activity in order to implement student knowledge, behavior and skills before become a real teacher. It is also designed to train students preparing themselves to be a teacher and educator with good and integrated ability with the hope that they can become teachers after completing their education. PPL is a compulsory course that assigns to eighth semester students to practice their teaching in selected school for three months.

The committee who is responsible for the program consists of: a) The Chief of STAI-PIQ West Sumatera; b) Head of PAI study program and PPL executive committee, c) Field supervisors. They were lectures who were formally assigned by the chief of STAI-PIQ, d) School chief and secretary who are responsible for the student teacher (headmaster, Vice Headmaster or Head of administration of selected school); e) Tutor teacher (teachers from selected school).

Before the program being conducted, the committee will check and observe selected schools. PPL activities are a) preparation. Collecting data of

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4 Suyanto dan Asep Djihad, Bagaimana Menjadi Calon Guru dan Guru Profesional, Yogyakarta: Multi Pressindo, 2013, p. 3.
5 E. Mulyasa, Standar Kompetensi dan Sertifikasi Guru, Bandung: PT Remaja Rosdakarya, 2008, p. 25.
6 Arif Rohman, Memahami Pendidikan dan Ilmu Pendidikan, Yogyakarta: Laksbang Mediatama, 2009, p. 150.
7 http://www.sekolahdasar.net/24/09/2018.
8 Tim Penyusun STAI-PIQ, Buku Pedoman Program Pengalaman Lapangan Mahasiswa STAI-PIQ Sumatera Barat, Padang: STAI-PIQ, 2019, p.2.
9 Ibid, p. 5.
the total students who are going to participate in the program, assigning field supervisor, selecting schools, and preparing students for PPL; b) Implementation. After the preparation, the implementation of the program was started with field supervisor take students to selected schools. The program was done for three months. During the program, the students are not allowed to take in-class course, in other words they have to focus on the program.; c) Closing the PPL. To end the program at schools, student teacher will hold closing event and farewell party with the school community. After that, the field supervisor will pick them from the school location.10

This research is a survey research with a quantitative approach. Based on the analysis, this research is classified as a descriptive research, a research that studies social phenomena or events by describing the value of the variable. This research was conducted at Madrasah Tsanawiyah Negeri 8 Agam Panampuang, Ampek Angkek District, Agam Regency, Bukittinggi City, West Sumatra. This research was conducted on January 21, 2020. The population of this research is all people involved when the researcher was conducted. The population were 126 students of MTsN 8 Agam class VII. Of those population the researcher selected samples to be studied. The sample were the students who met the characteristic predetermined in this research. The number of samples is determined using the Isaac and Michael formula in Sugiono, with an error score of 5%. The sample was selected by using simple stratified random sampling technique. From the calculation, the total sample size of students of class VII was 95 students.

The data was collected through questionnaires and documentation. The questionnaire in this study was distributed to class VII students of MTsN 8 Agam, to obtain information about students’ perceptions of the teaching competence of student teacher from PAI department STAI-PIQ West Sumatra. Documentation techniques were used to obtain available data in the form of records or archives that support other data. Another reference is the data about the profile of the school and the number of students of class VII.

To analyze the data, the researcher used descriptive percentage analysis. The steps of analysis are: a) Conversing the data quantity. All the data was converted in numeric for the next step;11 b) Calculating the frequency of each response category of each variable or subvariable; c) Conducting a descriptive analysis;12 d) Analysing research data.

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10 Ibid, p. 10.
11 Moh, Nazir, Metode Penelitian, Jakarta: Ghalia Indonesia, 1983, p. 224.
12 Moh, Ali, Strategi Penelitian Pendidikan, Bandung: Angkasa, 1993, p.186.
IV. Findings and Discussion

a. Findings

Based on the summary of survey result of the data analysis, it can be seen that the perceptions of students about the teaching ability of the student teacher are in good category and one very good category in personality competence. The competence includes pedagogical competence, personality competence, social competence and professional competence.

b. Discussion

1. The Perception of MTsN 8 Agam Students on Pedagogical Competence of Student Teacher from PAI Department STAI-PIQ West Sumatera

a. From the data it can be seen that students were quite confident with the competence of the student teacher and it was shown by the percentage of 55%, this is categorized as moderate. The student teachers were able to help student understand their strength and weakness. While the other 44% were not confident with the student teacher ability in helping students to understand their strength and weakness.

b. Students of MTsN 8 Agam are not sure about student teacher ability in building their student confidence. This perception is shown by the percentage of 52% for low category.

c. Student perception on student teacher ability in solving student problem is 54%. It means that the student teachers were quite capable to solve student problem in the classroom.

d. Student perception of student teacher ability in using interesting media in teaching is 35% which means in their opinion the student teacher cannot use interesting media in teaching.

e. Student perception of student teacher ability to know their student potency is 46%. It means that student were not quite sure with the student teacher ability to know their student potency.

f. Student perception of teacher ability to listen to their opinion is 56%. It means student are quite sure that the student teacher listens to their opinion.

g. Student perception of student teacher ability in improving their student skill is 39%. It means student are not that sure that the student teacher were able to improve their student skills.

2. The Perception of MTsN 8 Agam Students on Personality Competence of Student Teacher from PAI Department STAI-PIQ West Sumatera

Student perception on the student teacher act like an adult in handling problem is 47% which means that students are not that sure that teacher act like an adult in handling problems.

a. Student perception on student teacher to be fair and wise in handling the problem. It means that students perceived that the student teachers are not that fair and wise in handling problems in classroom.
b. Student perception on student teacher to be authorative future teacher is 53%. It means that the student teacher was seen to be authorative as a teacher.

c. Student perception on student teachers to have exemplary attitude is 48%. It means that the student teachers were seen to be lack in having exemplary attitude in the classroom.

d. Student perception on the student teacher to have noble character is 56%. It means the students are quite sure that the student teachers have noble character.

e. Student perception on student teacher to be on time in the classroom is 41%. It means that according to students the student teacher were seen to be not that on time in the classroom.

f. Student perception on the student teacher to have polite language, good manner and useful for them in classroom is 59% which means student perception is quite good on student teacher polite language, good manner and usefulness.

g. 57% students perceived that the student teachers talks in line with their action.

h. Student perception that the student teachers were teaching according to schedule is 44%. It means that student were not sure if the student teacher were teaching according to schedule.

3. The Perception of MTsN 8 Agam Students on Social Competence of Student Teacher from PAI Department STAI-PIQ West Sumatera

a. Student perception on student teacher ability in motivating them to say their opinion and to be brave to have different opinion is 49%. It means the students are not that sure with the student teacher ability in motivating them to say their opinion and not to be afraid of being different.

b. Student perception on student teacher ability in motivating students to present their task in the classroom is 66%. It means that student perception is quite good on how the student teacher motivate their students to present their tasks.

c. Student perception on the student teacher ability to accept and listen to student opinion and suggestion is 55%. It means that student perception is quite good.

d. Student perception on the student teacher participation in all student activity is not quite sure with the percentage of 43.2%.

e. Student perception of the student teacher being friendly to their student is 41%. It means that the student teacher is less friendly to the students.

f. Student perception of student teacher ability to motivate students to discuss and share opinion is 51%. It means that the students are not quite sure with that ability.

g. Student perception of the student teacher for being fair to their students is 47%. It means that student perception on the student teacher fairness if not quite good.

h. Student perception of the student teacher for being sociable is 37%. It means that according to students the student teachers were not that sociable with their students.
4. The Perception of MTsN 8 Agam Students on Professional Competence of Student Teacher from PAI Department STAI-PIQ West Sumatera

a. 55% student perceive that the student teachers checked the roll at the beginning of every classes. It means that student perception is quite good.

b. Student perception on the student teacher motivating their students to learn is 53%. It means that student perception is quite good.

c. Student perception on the student teacher ability in explaining the lesson clearly and well is 53%. It means that the student perception is quite good.

d. Student perception of the student teacher for being on time in starting and closing the lesson is 48.4%. It means that student perception if not quite sure about this variable.

e. Student perception on student teacher to have question answer session after explaining lesson is 49%. It means student perception is not quite good.

f. Student perception on student teacher ability to manage classroom is 45%. It means that according to students the student teachers were not that capable to manage their classroom.

g. Student perception of the student teacher for being loud and clear when explaining lesson is 36%. It means that according to students the student teacher voice is not that clear and loud.

h. Student perception on student teacher variation in teaching 52%. It means that according to students the student teacher are not that capable to do variation in their teaching.

i. Student perception on the student teacher ability in using various teaching method in teaching is 59%. It means that student perception is quite good.

j. Student perception on the student teacher ability to relate the lesson with real life is 45.3%. It means that according to students that the student teacher is not capable to relate the lesson with the real world.

k. Student perception of the student teacher ability to answer all student questions is 54%. It means that the student teachers were quite capable to answer all student questions.

l. Student perception on student teacher lesson mastery is 53%. It means that according to students, the student teacher lesson mastery is quite good.

m. Student perception on the student teacher ability to speak fluently without stuttering is 44%. It means that according to students the student teachers were not that fluent in explaining the lesson.

V. Closing

Field practice or PPL aims to train a student in order to be a professional teacher according to educational principles and based on teacher competence including pedagogical competence, personality competence, social competence and professional competence. PPL is one of compulsory courses assigned for PAI students at their eighth semester as a media to practice the theory they have learned for seven semesters. The population of this research is students of MTsN 8 Agam Bukittinggi in class VII with the
total of five classes, VII-1, VII-2, VII-3, VII-4, VII-5, and 126 students out of 126.

95 are selected to be sample if this research. The sample was selected by using random sampling technique. Then, the data was analyzed by using quantitative method and descriptive percentage.

According to descriptive percentage analysis, it can be concluded that the perception of MTsN 8 Agam students on teaching competence of student teachers from PAI department STAI-PIQ Year 2019/2020 is classified as good, with 81% (good) for pedagogical competence, 87% (very good) for personality competence, 83% (good) for social competence, and 82% (good) for professional competence. In conclusion, overall perception of the students on the student teacher teaching competence is good. Out of four competence, personality competence is in very good category. However, there were still many indicators that were not yet possessed by the teacher students from PAI department STAI-PIQ year 2019/2020. Therefore, it is suggested for PAI study program STAI-PIQ to review the debriefing program held before students doing field practice. Second, for the future student teacher to pay serious attention the material in microteaching class. Third, student teacher should be knowledgeable of the four competences. Four, PAI study program should be more selective in distributing students in schools according to the students’ ability especially in line with the specialty of the study program.

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