

**STUDENT TEACHERS' PERCEPTION ON TEACHING INTERNSHIP  
PROGRAM FOR THE DEVELOPMENT OF PEDAGOGICAL  
COMPETENCE**

**(A Descriptive Study of the English Education Students)**

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor  
Degree (*Sarjana Pendidikan*) in English Education



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**A FINAL PROJECT**

**STUDENT TEACHERS' PERCEPTION ON TEACHING INTERNSHIP  
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*(A Descriptive Study of the English Education Students)*

Prepared and Presented by :


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(A Descriptive Study of the English Education Students)

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(A Descriptive Study of the English Education Students)

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## **MOTTO**

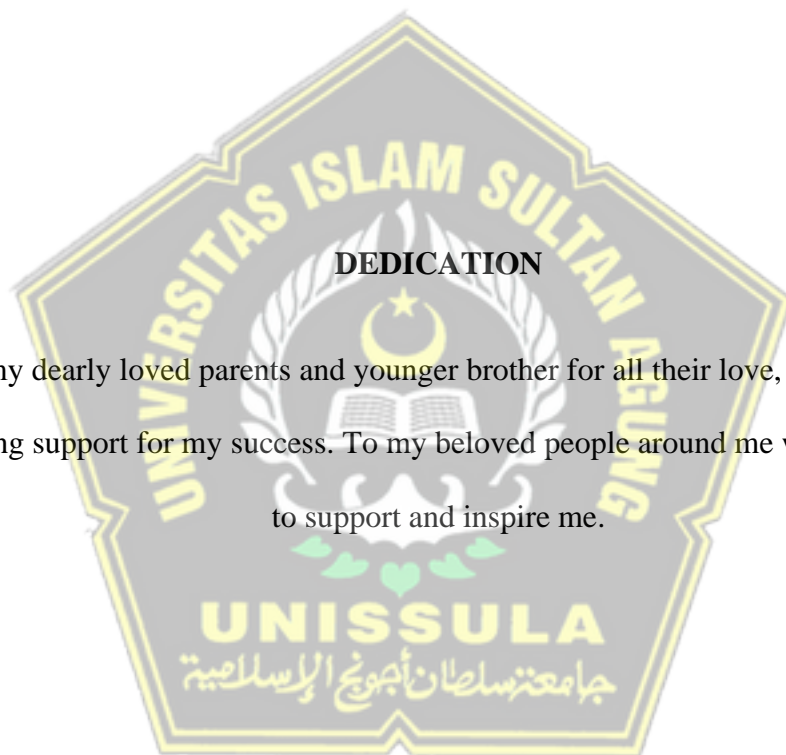
Stop comparing yourself to others and love who you are.

“Life is really very simple. What is great is only the interpretation.”

— Pramoedya Ananta Toer

## **DEDICATION**

To my dearly loved parents and younger brother for all their love, prayers and enduring support for my success. To my beloved people around me who never fail to support and inspire me.

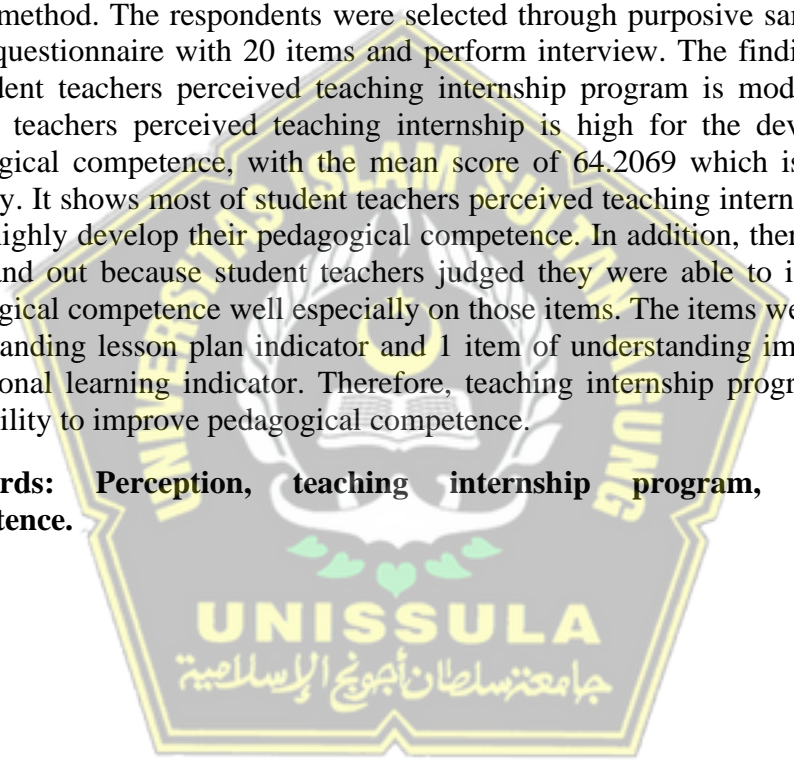


## ABSTRACT

Manasikana, I. (2021). *Student Teachers' Perception on Teaching Internship Program for the Development of Pedagogical Competence*. A Final Project. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Hartono, S.S., M.Pd.

This study was to know student teachers' perception on teaching internship program for the development of pedagogical competence. The study implicated 29 student teachers as respondents from English Education study program at Private Islamic University with adopting descriptive research design through mixed method. The respondents were selected through purposive sampling to fill in the questionnaire with 20 items and perform interview. The findings indicate, 11 student teachers perceived teaching internship program is moderate and 18 student teachers perceived teaching internship is high for the development of pedagogical competence, with the mean score of 64.2069 which is in the high category. It shows most of student teachers perceived teaching internship program could highly develop their pedagogical competence. In addition, there were items that stand out because student teachers judged they were able to improve their pedagogical competence well especially on those items. The items were 3 items of understanding lesson plan indicator and 1 item of understanding implementation educational learning indicator. Therefore, teaching internship program can be a real facility to improve pedagogical competence.

**Keywords:** Perception, teaching internship program, pedagogical competence.



## INTISARI

Manasikana, I. (2021). *Student Teachers' Perception on Teaching Internship Program for the Development of Pedagogical Competence*. A Final Project. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Hartono, S.S., M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa guru terhadap program magang mengajar untuk mengembangkan kemampuan pedagogik. Penelitian ini melibatkan 29 mahasiswa guru dari prodi Pendidikan Bahasa Inggris Universitas Islam Swasta sebagai responden, dengan mengadopsi desain penelitian deskriptif melalui metode campuran. Responden dipilih melalui purposive sampling untuk mengisi kuesioner yang memiliki 20 statemen dan melakukan wawancara. Hasil dari penelitian ini menunjukkan, 11 mahasiswa guru berpersepsi bahwa program magang mengajar adalah cukup dan 18 mahasiswa guru berpersepsi bahwa program magang mengajar adalah tinggi untuk mengembangkan kompetensi pedagogik, dengan skor rata-rata 64.2069 yang termasuk dalam kategori tinggi. Hal ini menunjukkan sebagian besar mahasiswa guru merasa bahwa program magang mengajar sangat dapat mengembangkan kompetensi pedagogik mereka. Selain itu, ada item yang menonjol karena mahasiswa guru dinilai mampu meningkatkan kompetensi pedagogiknya dengan baik terutama pada item yang menonjol tersebut. Item tersebut adalah 3 item dari indikator pemahaman rencana pembelajaran dan 1 item dari indikator pemahaman implementasi pembelajaran pendidikan. Oleh karena itu, program magang mengajar dapat menjadi sarana nyata untuk meningkatkan kompetensi pedagogik.

**Keywords:** Persepsi, program magang mengajar, kompetensi pedagogik.

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## ACKNOWLEDGEMENT

My utmost gratitude to My Lord, Allah SWT, the Most Merciful and Benevolence for answering all my prayers and clearing the path for me and to the following people who have made possible for me to begin and complete this learning journey:

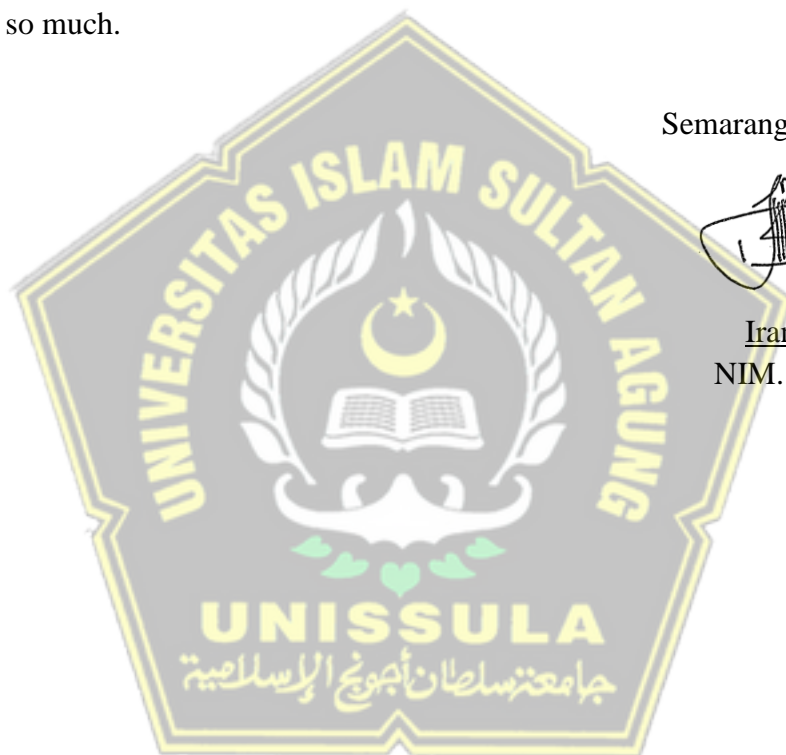
1. Drs. H. Bedjo Santoso, MT., Ph.D. as the Rector of Sultan Agung Islamic University.
2. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. as the Dean of Language and Communication Science Faculty, Sultan Agung Islamic University.
3. Mubarak, S.Sos., M.Si. as the Faculty Secretary of Language and Communication Science Faculty, Sultan Agung Islamic University.
4. Elok Widiyati, S.Pd., M.Pd., as the Head of English Education Department of Language and Communication Science Faculty, Sultan Agung Islamic University.
5. H. Hartono, S.S., M.Pd, and Huyi Intan Sari, S.Pd., M.Pd., the researcher's advisors, for their valuable resources, advices and encouragement.
6. Nani Hidayati, S.Pd, M.Pd., as the researcher's lecturer guardian, for her ears and hand that are happy to listen to complaints and provide solutions to the researcher.
7. All lecturers and Staffs of Language and Communication Science Faculty, Sultan Agung Islamic University who had been giving motivation, support, and precious knowledge to the writer during her study at Sultan Agung Islamic University.

8. Mohamad Shalleh bin Suja'ee and Subarni, the researcher's best uncle and aunt, for their endless support when I study in this university.
9. All my friends of English Education program batch 2017 of Language and Communication Science Faculty, Sultan Agung Islamic University, for their contribution in the study.
10. All of my best friends who always help me everytime I need. Thank you so much.

Semarang, June 7, 2021



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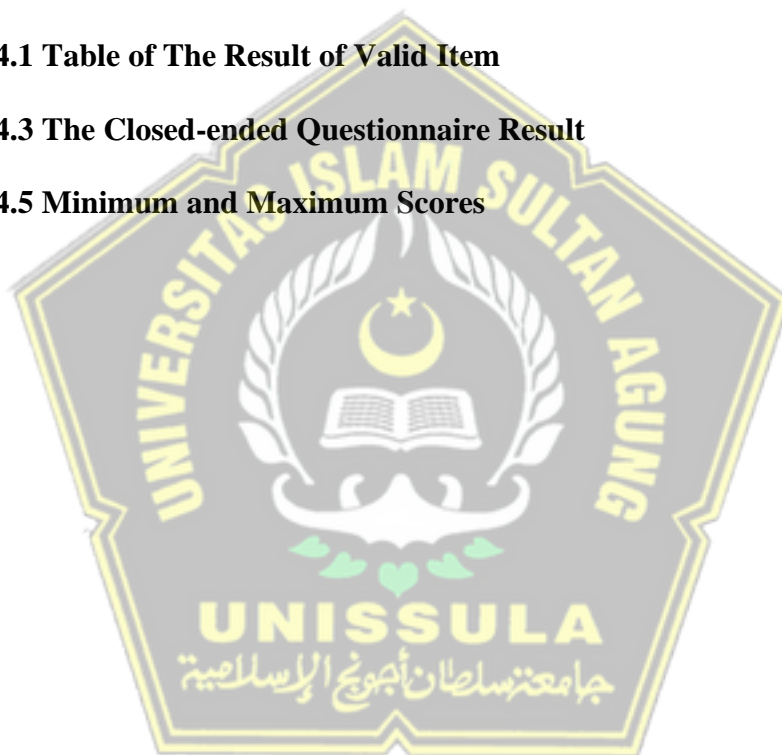
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## **CHAPTER I**

### **INTRODUCTION**

This first chapter provides the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

#### **1.1. Background of the Study**

Educational problem in Indonesia is still a hot topic of conversation. Various parties such as education experts and society considered Indonesia's education system is still suffering from a prolonged illness. The prolonged illness is caused by the low of quality of learning in the world of education. It is showed on a survey of Political and Economic Risk Consultant (PERC), the quality of education in Indonesia ranks 12th out of 12 countries in Asia (Mutiara, 2020). It proves Indonesia's education is still inferior to other Asian countries.

The government has been trying to find the right medicine to resolve this problem, such as changing the curriculum to suit the current conditions of education. However, the curriculum changes actually add to the problems of education. That is because not many teachers in Indonesia understand the contents of the curriculum change. Many teachers do not understand the contents of the curriculum because of their low competences especially pedagogical competence. As a result, many students experience learning failures. Therefore, the most appropriate medicine to cure this prolonged illness is by improving the quality of teachers' pedagogical competence.



Special training is very important to improve teachers' pedagogical competence for a teacher. Not only a teacher, but also a pre-service teacher or student teacher candidate needs special training. This is considered because in education world, the progress of nation is determined by student teachers or pre-service teachers. The student teachers or pre-service teachers are believed that they can be a professional teacher because they have received suitable qualifications as they are studying in the university. There are some ways to create a professional teacher that should be performed, they are Practicum, Microteaching, and Teaching Internship Program. According to Amusan (2016), quality, professional teachers will have content knowledge and pedagogical competence. Content knowledge refers to the content background of teachers. Pedagogical competence refers to covering the principles and strategies of classroom management and organization. The advantage of pedagogical competence is teacher can see learners by using the principles of cognitive development (Rahman et al., 2016). Therefore, the learners can enjoy the learning activities and their achievement will improve.

Ulla & Winitkun (2018) stated teaching internship program is the most prominent aspect of professional or pedagogical development for student teachers in education. It means teaching internship program is an activity to give a chance to student teachers in order to develop their pedagogical competencies. It can be concluded that there is connection between pedagogical competence and teaching training program.

To solve the problems of education in Indonesia related to the success of student learning, the most important thing that must be done is to improve teachers' pedagogical competence. Pedagogical competence is related to the teacher's ability to determine the success rate of the learning process and student learning outcomes. Hence, it is important for student teachers to implement teaching internship program which is held by university.

As a student teacher who has experienced the teaching internship program, the researcher wants to know about student teachers' perception on teaching internship program for the development of pedagogical competence of English Education students of Private Islamic University. The result of this research hopefully can persuade the English Education students to implement the teaching internship program well.

### **1.2. Reason for Choosing the Topic**

The researcher chooses the topic by considering for several reasons. They are:

1. Teaching internship program is the most prominent aspect for the development of pedagogical competence but only few student teachers have an interest in implementing it well.
2. By explaining the phenomena of the student teachers' perception on teaching internship for the development of pedagogical competence, the result of the study probably can become the guidance for the English Education Department of Private Islamic University to observe the role of

teaching internship in order to improve student teachers' pedagogical competence.

### **1.3. Research Question**

The research question of the study is How do English Education student teachers perceive on teaching internship program for the development of pedagogical competence?

### **1.4. Objective of the Study**

The objective of the study is to find out the perception of English Education students on teaching internship program for the development of pedagogical competence.

### **1.5. Limitation of the Study**

This study only focuses on the description of student teachers' perception on the teaching internship program for the development of pedagogical competence. This study is designed to explore the student teachers' perception of the English Education students at Private Islamic University.

### **1.6. Significance of the Study**

This study is hoped to supply information and hopefully it can bring significance:

#### **1. Pedagogical significance**

This study provides suggestion for the success of the practice of teaching internship program in pedagogical competence. The result of this study

hopefully can provide feedback for the English Education students in their pedagogical competence by practicing the teaching internship program.

## 2. Practical significances

### a. Curriculum development

The result of this study can be used as study and planning materials in the development of curriculum application in order to improve the quality of the process and student learning outcomes especially for internship course.

If the development of curriculum is determined, automatically the lecturers and the student teachers will work by following the compiled curriculum.

Hence, the significance of this study can also be felt by the lecturers and the student teachers.

### b. Future researcher

This study gives information of the result that the readers need about student teachers' perception on teaching internship program. In addition, the result of this study can be used as supporter of future research if the future researcher has similar topic. In other words, it can be a reference for the similar future research with different subject.

## 1.7. Definition of Key Terms

In order to make the study simpler to understand, the researcher emphasizes the definition of the key terms as follows:

### 1. Perception

Qiong (2017) defines that perception is a process to comprehend sensory information. It is the way that someone notices, thinks, then gives an opinion about something.

## 2. Teaching internship program

Teaching internship program is a program especially for student teachers in university to practice teaching and learning in a school in order to develop their skills as a professional educator.

## 3. Pedagogical competence

Pedagogical competence is the capability of student to understand and manage educational, and dialogical learning (Rahman et al., 2016). It is related to the ability to set the learners' learning contains understanding of learners, implementation and design of learning, evaluation of learning outcomes, and cultivation of learners to create their potentials.

### 1.8. Organization of the Study

This study is organized into five chapters, as follows:

Chapter I will introduce the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

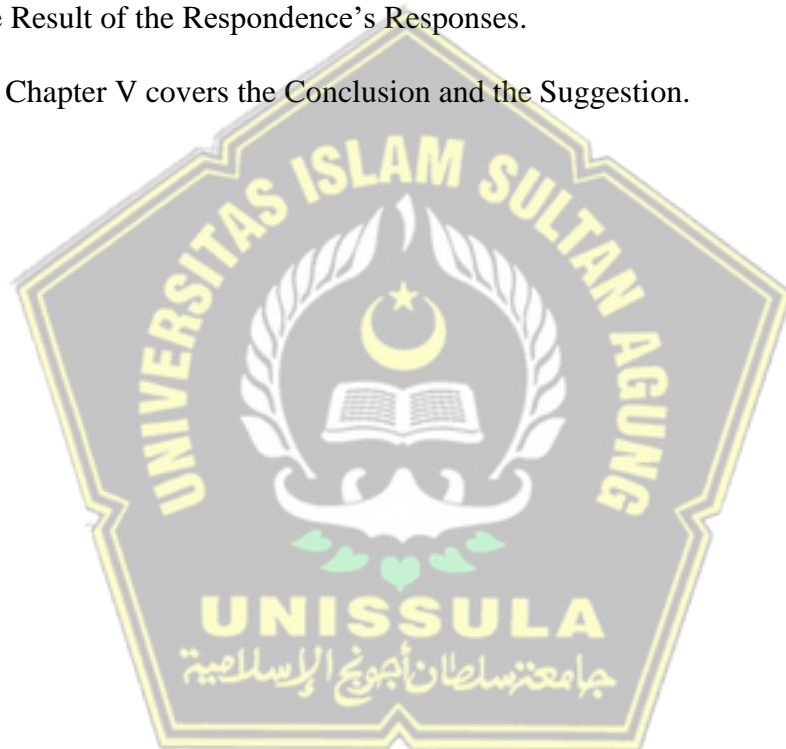
Chapter II is Review of the Related Literature. It covers some points which contained theories that underlie the study. This chapter basically provides the results of the previous similar studies.



Chapter III entails the Research Method that consists of the Design of the Study, the Participants of the Study, Instrument, Validity and Reliability, Data Collecting Procedure, Data Analysis, and Time Schedule.

Chapter IV deliberates about the Results, the Description of Respondents' Responses, and the Discussion. The Result of this study includes the Validity and the Reliability measurements of the instruments, the Collected Data Information, and the Result of the Respondence's Responses.

Chapter V covers the Conclusion and the Suggestion.



## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

Chapter II presents reviews of related literature which concludes several points to be explained. The theory deliberates about Perception, Teaching Internship Program, Pedagogical Competence, and the Review of the Previous Studies.

#### **2.1. Perception**

Perception is the first keyword in this title. It becomes the sub-chapter in the chapter II that covers of The Definition of Perception, The Dimensions of Perceptions, and The Process of Perception.

##### **2.1.1. The Definition of Perception**

Perception is what brings us in contact with current environment (Sydhagen, 2017). To connect with the environment, perception involves senses which then interpreting objects of the environment. The purpose of the interpretation is every person realizes and knows about what is sensed.

Lekhanya & Dlamini (2017) said that perception is defined as a wide imagination created by people in their mind and construe the imagination as a more meaningful picture. Everyone has their own ways to see how something looks like. Something can be good or bad, big or small, white or black, and etc. based on their mind. Everyone is free to show their ideas.

According to the explanation of the experts above, the researcher can sum up that similar to opinion, perception is persons' ideas about something based on

their mind by involving senses in order to see, feel, and rate something. In addition, everyone interprets the idea as conclusion.

### **2.1.2. The Dimensions of Perception**

According to Qiong (2017), perception is divided into 2 dimensions. The followings are the dimensions of perception:

#### **1. Physical dimension of perception**

Physical dimension is the dimension where the stimulus conversion becomes a usable form, and it functions in acquisition information and knowledge about the outside world. It covers not only the energy characteristics of the stimuli, the function and the nature of human sense organs, but also the transmission of the stimuli thru nervous systems to brains.

#### **2. Psychological dimension of perception**

Psychological dimension is the dimension giving interpretations of the selected stimuli, and it functions to give unique personal touch on the outside world. Psychological dimension is more significant because attitudes, values, interests, and needs have greater impacts on how people sight the outside world.

They are the two dimensions of perception. The physical dimension functions in acquisition information and knowledge and the psychological dimension functions in interpreting the selected stimuli.

### 2.1.3. The Process of Perception

Qiong (2017) stated that there are three steps in processing perception. They are selection, organization, and interpretation.

#### 1. Selection

Selection is a process of selecting information stimuli and turning them into meaningful experiences. In daily life, we get countless information stimuli which we are not able to perceive all of the information available. The information stimuli need to be filtered to avoid information disorder. Hence, we only get information from the environment through the selection process.

#### 2. Organization

Organization refers to organize the information after selecting process. In this step, brains will put things or people into categories. The categories might be seen from color, texture, shape, size, and so on. For example, when asked what an animal is, then some people may answer and describe it from the shape, color, and et cetera.

#### 3. Interpretation

Interpretation is a process of attaching meanings to the selected stimuli after being categorized into structured pattern.

The process of perception starts from selecting the countless information stimuli in daily life, organizing the selected information stimuli categorized based on the characteristics, and ends on interpreting the meanings.

## **2.2. Teaching Internship Program**

Teaching internship program is the second keywords in this title. It is the sub-chapter discussing about The Definition of Teaching Internship Program, The Purpose of Teaching Internship Program, and The Aspects of Teaching Internship Program.

### **2.2.1. The Definition of Teaching Internship Program**

Teaching internship program is very substantial of teacher education program for developing professional in education (Ulla & Winitkun, 2018). That is because it gives exact training to student teachers for better understanding about schooling systems. Student teachers can link between practice and theory that makes the student teachers ready to obsess the teaching profession. In other words, teaching internship is a training program reducing difficulties to student teachers or helping them to face the class in better ways than student teachers without an exact training.

Teaching internship program or commonly called teaching training program is a joint responsibility among cooperating college, cooperating school, cooperating teacher, student teacher, and college supervisor. It offers guidance in learning to suffer responsibility for the teaching activities in the schools. In Private Islamic University, especially Faculty of Languages and Communication Science, the teaching internship program is held to English Education students during Bachelor studies. It is held in order to shape professionalism especially pedagogical competence of student teachers in teaching. It is supported by Amankwah, Oti-Agyen, & Sam (2017) who opines that teaching internship



program provided to students is to evolve their professional skills, attitude and interest to the teaching profession, and understanding of educational principles. Therefore, it can be concluded that teaching internship program is very important due to improve student teachers' skills in teaching and improve their ability in managing the schooling systems.

### **2.2.2. The Purpose of Teaching Internship Program**

Teaching internship is shaped to give knowledge and skills about science and art of teaching (Amankwah et al., 2017). Amankwah et al. (2017) mentioned that science and art refer to subject, as well as introduction of education, history of education, philosophy of education, educational psychology, educational measurement and evaluation, educational and instructional technology, general methods of teaching etc. Those mean that teaching internship is to provide a bridge to reach knowledge and skills in teaching.

According to Gupta (2019), the purposes of teaching internship program are: 1) To provide a practical chance for student teachers to develop understanding of teaching profession and inform them about the coming prospects of the teaching profession; 2) To assist the student teachers in training to construct the existing skills to get reflective, collaborative manager, and independent learning manager ready to get into the teaching profession.

Then, based on the opinion of Amankwah et al. (2017), teaching internship gives a chance to evolve and improve professional praxis in the real classroom, help student teachers to build positive attitude in teaching, find their strengths and weaknesses in teaching, serve them a forum to analyze educational principles and

theories into practice, supply them with the important competencies, skills, experiences, and personal characteristic in teaching after graduation, create the skills of critical thinking and increase self-esteem and self-confidence.

From the opinions above, the researcher can summarize teaching internship program is to provide a bridge to reach a pedagogical competence that will be needed by a teacher due to pedagogical competence is able to help the student teachers to become a professional teacher in the future.

### **2.2.3. The Aspects of Teaching Internship Program**

Accordance with Amankwah et al. (2017), teacher education usually identifies their students to the curriculum of teacher preparation consisting of three main components as follows:

#### **1. General studies**

General studies are to supply student teachers with valuable thoughts for everyone combining with natural sciences, social sciences, and humanities. Natural sciences mean understanding about physical environment and human beings' relationship. Social sciences mean understanding about social environment and human beings' relationship. Then, humanities mean understanding about human beings themselves in their ways of thinking and expansion.

#### **2. Content study**

Content study is a specialized subject in the academic area that the student teacher or pre-service teacher prepares to teach and to learn of how to teach the content of specialized subject. Therefore, it serves the

prospective teachers with deep knowledge in the certain subjects that they will teach after graduation.

### 3. Pedagogical or professional studies

Pedagogical or professional studies are related to the study about what student teachers or pre-service teachers must know in teaching and learning. Pedagogical or professional studies are generally mentioned as “foundational studies in education” or “foundations of educations”. In addition, the study refers to the “economic, sociological, historical, philosophical, and psychological foundations of education”.

Teaching internship program is a program that must be done by education students to obtain the experiences in facing the real situations. In addition, from the explanation above, student teachers must understand the aspects of teaching internship program before undertaking that activity.

### 2.3. Pedagogical Competence

Pedagogical competence is the third keyword in this title. It becomes one of the sub-chapters in this title that has points such as The Definition of Pedagogical Competence, The Standards of Pedagogical Competence, and The Benefits of Pedagogical Competence.

#### 2.3.1. The Definition of Pedagogical Competence

Pedagogical competence is one of competences that must be required by a teacher. It is such as capability of the teacher in order to manage learning in the classroom. Rahman et al. (2016) stated that pedagogical competence is related to the capability of student teachers' comprehension in managing educational. It is

very related to the ability of student teachers or pre-service teachers to create comfortable atmosphere in the classroom so that teaching and learning processes can proceed as well. Comfortable atmosphere is created through the selection of appropriate strategies to the needs of pupils (Amusan, 2016). Hence, pedagogical competence is a competence closely related to the ability of student teachers or pre-service teachers to select compatible strategies to the needs of learners.

Another statement comes from Novianti & Nurlaelawati (2019), pedagogical competence refers to the competence to control learning of students including realizing the learners, designing and performing the learning outcomes, and cultivating the learners to actualize their potentials. Realizing the learners means the student teachers or pre-service teachers must understand the character for every learner. Every learner has unique character, so the student teachers is sued to understand it one by one to apply appropriate method of learning to the learners. If the student teacher has known the characters from each learner, then the student teacher is able to design appropriate method in teaching and learning. Designing and performing the learning outcomes mean that if the student teacher has got the appropriate method, it is time to design about how the classroom can run well. By designing the classroom, it will be easier to perform teaching and learning processes than not. Furthermore, the learners are able to know and actualize their potentials after they see the learning outcomes.

Then, Ningtiyas & Jailani (2018) stated that pedagogical competence is ability and blessing to apply knowledge, skill, attitude regularly which aim to produce learning in the best ways. Knowledge and skill are applied in managing

learning, and attitude is applied in self controlling to always implement good moral aspects.

Those statements above are able to be concluded that in pedagogical competence, it is not only the ability to manage control learning, but also the ability to apply good manner. In other words, pedagogical competence involves knowledge, skill, and attitude.

### **2.3.2. The Standards of Pedagogical Competence**

National Ministry of Education Regulation Number 16 Year 2007 about standards of teacher competence mentioned that standards in the pedagogical competence contain: 1) Mastering theory of learning from the aspect of physical, moral, emotional, intellectual, spiritual, social, and cultural; 2) Mastering learning principle and learning theory which is educational; 3) Evolving curriculum related to the lesson; 4) Organizing educational lesson; 5) Make use technology of information and communication for the sake of the learning process; 6) Facilitating the development of the learning potential to realize divers potentials; 7) Communicating effectively, explicitly, and politely by learning; 8) Organising assessment and evaluation for the learning process and the result; 9) Utilizing the result of assessment and evaluation for the advantage to learning process; 10) Do reflection to develop the lesson quality.

Nation Department of Education (2004, p. 9) mentioned that the existing competences in pedagogical competence must have indicators, such as: 1) Able to plan the learning material organization, such as able to analyse and elaborate the learning materials which are included in the curriculum, able to pick the learning



materials which are suitable with the curriculum, able to utilize the sufficient learning materials, etc; 2) Able to plan the lesson managements, such as formulating the lesson objectives which are compatible with the desired competence, choosing the appropriate types of learning strategies, deciding the learning steps, the manner of study, the questions, etc; 3) Able to plan the class managements, such as the arrangement of students' seating, time allocation, etc; 4) Able to chart the use of medias and facilities that can be used to simplify the achievement of competence, etc; 5) Able to chart the evaluation models for learning process, such as determining the forms, procedures, and scoring rubrics.

In accordance with Kumalasari, Setiawan, & Sumarlam (2017), pedagogical competence must have: 1) The capability to see and get near to educational issues from perspective of a global community; 2) The capability to collaborate with the others cooperatively and responsibly in concert with the rules and the duties in society; 3) The proficiency to think systematically and critically; 4) The ambition to always improve the intellectual ability.

Those standards of pedagogical above are the standards that the teacher must have. It can be concluded that in pedagogical competence: 1) The teacher must be able to master theory of learning, so that the teacher can elaborate the learning materials; 2) The teacher must be able to understand the existing curriculum, hence the teacher can select the appropriate lesson materials; 3) The teacher must be able to plan the lesson plan; 4) the teacher must be able to use facilities and medias for the sake of learning process; 5) Communicating

effectively, explicitly, and politely by learning; 6) The teacher must be able to master evaluation models, such as organizing assignment and scoring rubric.

### **2.3.3. The Benefits of Pedagogical Competence**

Pedagogical competence is an ability of teacher to manage education. It is such a must to master this competence for teachers and student teachers or pre-service teachers in training. If teachers have understood this competence, they will get the benefits such as they are able to understand learners by using the cognitive development principles of learners (Rahman et al., 2016) and the learners' achievement will increase if teachers improve the pedagogical competence (Ningtiyas & Jailani, 2018).

When teachers are able to understand learners by using the cognitive development principles of learners, teachers can evoke learners' curiosity and appreciate learners' talents and humours, so the learners can enjoy the learning activity and feel confidence to express both the academic and non-academic abilities. Moreover, students increase their achievements.

### **2.4. Previous Studies**

In previous study, the researcher found relevant studies for this future study, which discussed about teaching internship program for the development of pedagogical competence. They were entitled "Understanding Pre-Service Trainees' Perceptions of Their Teacher Training Experience" by Pop (2015), "Impact of Teaching Practice on Pre-Service Teachers' Pedagogical Competencies in Tanzania" by Kihwele & Mtandi (2020), and "Impact of Field

Experience on Pedagogical Competence of Economic Education Students” by Mahmud, Moonti & Rahmat (2019).

The first previous study was performed by Pop (2015). He wrote his journal entitled “Understanding Pre-Service Trainees’ Perceptions of Their Teacher Training Experience”. The objective of this study was to explore the perceptions of pre-service trainees about their teaching training experience. His research was qualitative, for the data source in his study was an open-ended questionnaire of reflective journal. He used 3<sup>rd</sup> year students of English major in The Faculty of Letters, Babes-Bolyai University of Cluj-Napoca for his sample. The research showed that results of this study were: 1) 52 out of 60 students wanted to be a teacher, whereas previously most of them did not want to be a teacher at the beginning; 2) Pre-service student-teachers felt that after teaching in public, their pedagogical knowledge, subject-matter knowledge, and development of personal qualities had improved; 3) Pre-service student-teachers became aware of things they had to improve during the learning process; 4) Pre-service teacher training practice gave the pre-service student-teachers opportunity to learn how to be a professional educator. Hence, the researcher summed up pre-service student-teachers stated that teacher training gives a purposeful teaching experience to them because it can help them in improving their personal and professional qualities.

The second previous study was from Kihwele & Mtandi (2020). Their journal was titled “Impact of Teaching Practice on Pre-Service Teachers’ Pedagogical Competencies in Tanzania”. The purpose of this study was to

investigate the contribution of teaching practice on pre-service teachers' pedagogical competencies. In this study, they used Convenience sampling and purposive sampling techniques to take the participants. Convenience sampling was applied and there were 81 out of 345 pre-service teachers studying Bachelor of Education at Mzumbe University who filled out and returned the questionnaire. Then, the purposive sampling was applied to choose the respondents for semi structure interview. In totals, there were 18 respondents chose to participate in semi structure interview. They applied case study design and used mixed approach method with qualitative as a main approach. In collecting the data, they used close ended questionnaire and semi structure interview. The close ended questionnaire had 36 items with 5 points of Likert scale and the interview had 3 core questions. This research showed that most of pre-service teachers agreed that teaching practice had a positive contribution in the development of pedagogical competencies. The impacts of teaching practice toward pedagogical competency were pre-service teachers could understand nature and behaviour of learners, organize learning activities effectively for each certain level, apply various teaching methods appropriately, select and use the instructional materials, and design suitable teaching aids. Hence, the result of the research can be summed up that teaching practice gives positive impacts on pedagogical competencies.

The third previous study was conducted by Mahmud, Moonti & Rahmat (2019) entitled "Impact of Field Experience on Pedagogical Competence of Economic Education Students". The objective of the study was to provide a review about the effect of Field Experience Practices (PPL) on teacher students'

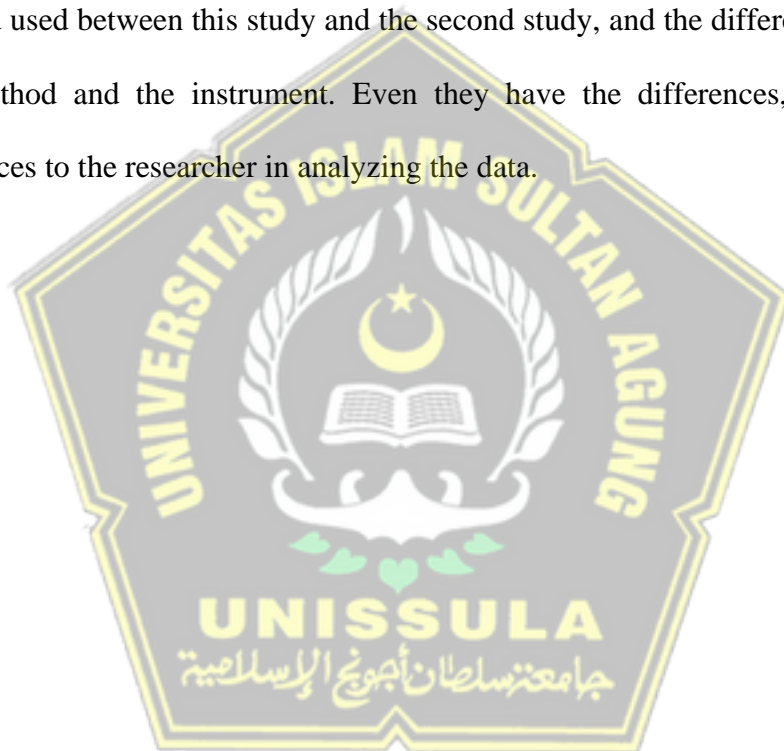
pedagogical competencies of Economic Education students, the Faculty of Economics, Gorontalo State University. The population was all of PPL students of Economic Education and the totals were 157 students. The sample was representative of the population selected by formula:  $n = 20\% \times N$  which the totals were 31 students. The formula was used because the population was more than 100 people. If it was more than 100 people, so the sample could be taken 10-15%, 20-25% or more. It was descriptive quantitative research method and the researcher used questionnaire in order to collect the data. The questionnaire had 2 indicators tested, they were Field Experience Practice (PPL) and pedagogical competence. The research showed that there was an affect of Field Experience Practice (PPL) on pedagogical competence. It could be seen by the admission of the hypothesis stating that there was a significant affect between Field Experience Practice and pedagogical competence. Therefore, the result of the research was Field Experience Practice (PPL) has a positive impact on the teacher students' pedagogical competence.

The topic is about teaching internship program to develop pedagogical competence. It is similar to the researcher's topic basically. This study is mixed method which is similar to the second study. The differences of these previous studies and the researcher's study are about:

1. This study uses mixed method but the first and the third studies used different methods. The first study used qualitative method and the third study used quantitative method.

2. This study uses questionnaire and interview as instruments while the first and the third study only used questionnaire.
3. The questionnaire of this study belongs to close ended questionnaire. Meanwhile Raluca Pop chose open ended questionnaire.

From all of the previous studies above, there are the similarity and the differences. The similarities of the studies are about the topic and the research method used between this study and the second study, and the differences are both the method and the instrument. Even they have the differences, they can be references to the researcher in analyzing the data.





## **CHAPTER III**

### **METHOD OF THE STUDY**

This method of study consists of the Design of the Study, the Participants of the Study, Instrument, Validity and Reliability, Data Collecting Procedure, Data Analysis, and Time Schedule.

#### **3.1. Design**

The research design in this study was descriptive research design which was included in mixed method, they were quantitative and qualitative method. Descriptive research is a research that aims to describe a phenomenon and its features (Nassaji, 2015). The researcher used descriptive research because the researcher wanted to describe student teachers' perception on teaching internship program for the development of pedagogical competence and used questionnaire and interview for collecting the data. The questionnaire was obtained quantitatively while the interview was obtained qualitatively.

#### **3.2. Participants**

The study would be conducted in a Private Islamic University comprised of 29 English Education students batch 2017 as participants. In determining the sample, the researcher used non random sampling, that was a purposive sampling. Purposive sampling or judgment sampling is the deliberate selection of participants because of the criteria that participants have (Etikan, 2016). The criteria that the researcher needed was English Education students studying at Private Islamic University, and passed Internship courses 1,2, and 3. In sum,

English Education students batch 2017 consisting of 29 students had met the criteria as sample.

### **3.3. Instrument**

This study employed questionnaire and interview as the instrument. They were used to obtain information from respondents.

#### **3.3.1. Questionnaire**

According to (Etikan, 2017), questionnaire is a set of written questions with answer spaces to gather data information from respondents. Roopa and Rani (2012) elaborated that questionnaire has four types for a survey, they are: 1) Contingency questionnaire; 2) Matrix questionnaire; 3) Closed-ended questionnaire; 4) Open-ended questionnaire. This study used closed-ended questionnaire as a survey tool. Closed-ended questionnaire is a list of questions for which the researcher has provided alternative answers. This is often rated effective because respondent can give a check mark in the columns provided by the researcher. The closed-ended questionnaire used in this study would be adjusted from the questionnaire that had been used by Rahman, Fakhri & Nababan (2016). This closed-ended questionnaire had five indicators and used Likert Scale to measure attitudes. The indicators were: Understanding Learners; Development of Curriculum/Syllabus; Lesson Plan; Implementation of Education Learning; and Evaluation of Learning Outcomes. The Likert Scale invoked respondents to equip the closed-ended questionnaire that had a series of statements with scale options: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The closed-ended questionnaires were distributed

with the aim of finding out whether teaching internship could play a role for the development of students' pedagogical competence or not.

**Table 3.1 Table of The Questionnaire Statements**

1. Understanding learners

Understanding learners
1. I recognize and understand the students well and understand that the stages of development have been reached 2. I understand the students' weaknesses and strengths and the factors affecting them 3. I know teaching is not just talking and learning is not just listening. I am able to know about what the students want and how they can understand and utilize their knowledge and skills 4. As an effective teacher, I invite the students with good conversation and comprehend them. The students respect the differences and follow a variety of teaching activities.

2. Development of curriculum/syllabus

Development of curriculum/syllabus
1. I grasp the definition of curriculum and the nature of curriculum that have been accepted generally 2. As a curriculum developer, I do not forget the moral aspect of the learning process 3. I used books when teaching materials

4. I adjust the materials taught by using books that have been standardized by National Education Standards

### 3. Lesson plan

#### Lesson plan

1. As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done
2. I know and understand what I teach to students and I prepare instructional methods and media before teaching
3. I make preparation before teaching
4. I give belief to students and I motivate them to emulate the goodness and the orderliness

### 4. Implementation of educational learning

#### Implementation of educational learning

1. I raise initiative to learn to students because generally they do not understand the importance of learning. Afterwards I ready lessons that attract the students' curiosity
2. I comprehend the students' progress in learning
3. I give the students time to ask questions. Then I give feedback on the students' questions
4. I make student activity towards what I teach and learning process should involve the students

## 5. Evaluation of learning outcomes

Evaluation of learning outcomes
<p>1. I explain to the students about the results should be achieved and the importance of achieving learning objectives</p> <p>2. I have students' documents and information processing to measure the achievement of students' learning outcomes</p> <p>3. I do assessment of learning outcomes by including cognitive, appropriate characteristics, and psychomotor of the subjects</p> <p>4. I provide the services that students need inside and outside the classroom</p>

The questionnaire had 5 indicators and each had 4 statements. The students had to checklist one of the four scales from the Likert-scale table.

### 3.3.2. Interview

The interview is a necessary qualitative research method which is the researcher directly collects the required data from the participants (Showkat & Parveen, 2017). This study utilized semi-structured interview which meant the interviewer would not follow all list of questions strictly. The reason for choosing this kind of interview was flexible because the interviewer would be allowed to develop the question from interviewees' answers. The interview was conducted to support the data collected from the closed-ended questionnaire section.

**Table 3.2 Table of The Interview Questions Structure**

No.	Indicator	Questions
1.	Understanding learners	What do you recognize and understand in your students?
2.	Development of curriculum/syllabus	What do you know about the curriculum/syllabus development?
3.	Lesson plan	What do you prepare before teaching?
4.	Implementation of educational learning	How can you help students to increase their learning progress?
5.	Evaluation of learning outcomes	How do you evaluate your students learning outcomes?

### **3.4. Validity and Reliability**

Validity and reliability in this study were carefully considered along the research process. To check the validity and the reliability, the research procedure had followed obvious steps from preparing the proposal, discussing with an expert who master this research field, and preparing ways to get the data. To evaluate the questionnaire that referred to the interview question, the researcher used validation rubric from Simon & White (2011) to be given to the expert in order to make the expert easier to correct or give comment and suggestion. In addition, the researcher also made one of the points in the subchapter of Pedagogical Competence (The Standards of Pedagogical Competence) as a source for validating the instrument.



### 3.5. Data Collecting Procedure

The data was collected by following this procedure:

1. The researcher would ask permission to distribute the questionnaire and conduct the interview to the English Education students batch 2017 of Private Islamic University.
2. The researcher gave the students time to answer the questionnaire.
3. The researcher conducted interviews with the students one by one.
4. The researcher collected and analyzed the information to gain the valid data.

### 3.6. Data Analysis

In this data analysis, the researcher took several steps to analyze the data.

They were as follows:

#### 3.6.1. Data from questionnaire

##### a. Scoring

The data obtained would be analyzed by using Likert scale procedure that had four scales of agreement, and each scale would be given points such as 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher analyzed the questionnaire data by counting the score for each statement by using SPSS. Then, the data obtained would be categorized as Low, Moderate, and High.

**Table 3.3 Table of The Likert Scale 4 Points Scoring Method**

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

**Table 3.4 The Mean Score Interpretation for Each Statement**

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

After analysing each statement, the researcher also analysed the result of the questionnaire from the entire respondents. The results obtained would also be categorized as Low, Moderate, and High.

**Table 3.5 Table of Score Categories**

Score	Category
20 – 40	Low
41 – 60	Moderate
61 – 80	High

### **b. Interpreting/Concluding**

After getting the result, the researcher would describe the results based on the data of questionnaire and make conclusion.

#### **3.6.2. Data from interview**

Apart from collecting data through questionnaire, the researcher also collected data through interview. During the interview, the researcher used recorder to record all of conversation and note taking to transcript the collected data. By recording, the researcher could listen repeatedly and make the transcript of the interviews. Therefore, the researcher could conclude the main points and the crucial information from the interviews.

### **3.7. Time Schedule**

#### **3.7.1. Time**

This research was going to be organized after the completion of this proposal writing and receiving approval from the faculty to continue the research in January.

#### **3.7.2. Place**

This research was going to be conducted at Faculty of Languages and Communication Science, Private Islamic University.

## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

This chapter discusses about the Results and Discussion. For the Results, it includes Analysis of Validity and Reliability of the Instruments, Analysis the Result of Closed-ended Questionnaire, and Analysis the Result of Semi Structured Interview.

#### **4.1. Result**

In this sub-chapter, the researcher analysed the validity and reliability of the instrument. Afterwards, the researcher elaborated the information about all of the data which had been collected. Then, the researcher described the respondents' responses about the instruments which were from the questionnaire and the interview.

##### **4.1.1. Validity and Reliability of the Instruments**

The validity and reliability of the instruments had been analysed before the researcher distributed them to the participants. It was done for ensuring that the instruments were valid and reliable to be utilized. For questionnaire content, the researcher had made the validation rubric taken from Simon & White (2011) to make a validator easier to give comment and suggestion.

In the validation rubric, there were 19 statements. There were 4 scales used by the validation rubric, such as (1 not acceptable), (2 below expectation), (3 meet expectation), and (4 exceed expectation). The result showed that 11 items were scored 4 (exceed expectation) and 8 items were scored 3 (meet expectation).

Hence, all of the statements on the questionnaire could be proceed. For the validation rubric, it could be seen in appendix. From the statements, here was the result of valid item:

**Table 4.1 Table of The Result of Valid Item**

Standard/Indicator	Statement number
1. Able to master theory of learning	15
2. Able to understand the existing curriculum	5, 6, 8
3. Able to plan lesson plan	9, 10, 11
4. Able to use facilities and medias for the sake of learning process	7
5. Communicating effectively, explicitly, and politely by learning	4, 12, 13, 17
6. The teacher must be able to master evaluation models	1, 2, 14, 16, 18, 19, 20

#### 4.1.2. Analysis of the Result of Closed-ended Questionnaire

In this part, the researcher explained the result of closed-ended questionnaires that were structured relating to student teachers' perception on teaching internship program for the development of pedagogical competence. It was Likert Scale Questionnaire with twenty statements, and the 29 respondents had to give responses by selecting either Strongly Agree, Agree, Disagree, or Strongly Disagree on each statement. Then, for each statement, the data obtained would be categorized as Low, Moderate, and High. The result of the respondents' responses on closed-ended questionnaire was as follows:

### The Mean Score Interpretation for Each Statement

Mean Score	Category
1 – 2	Low
2.01 – 3.00	Moderate
3.01 – 4	High

**Table 4.3 The Closed-ended Questionnaire Result**

Statement	Descriptive Statistics				Categorization of Mean Score
	N	Minimum	Maximum	Mean	
1. I recognize and understand the students well and understand that the stages of development have been reached	29	2.00	4.00	3.0000	Moderate
2. I understand the students' strength and weaknesses and the factors affecting them	29	2.00	4.00	2.9655	Moderate
3. I know teaching is not just talking and learning is not just listening. I am able to know about what the students want and how they can understand and utilize their knowledge and skills	29	2.00	4.00	3.2759	High
4. As an effective teacher, I invite the students with good conversation and comprehend them. The students respect the differences and follow a variety of teaching activities	29	3.00	4.00	3.2414	High
5. I grasp the definition of curriculum and the nature of curriculum that has been accepted generally	29	2.00	4.00	3.0000	Moderate



6. As a curriculum developer, I do not forget the moral aspect of the learning process.	29	3.00	4.00	3.2759	High
7. I use books when teaching materials	29	2.00	4.00	3.2069	High
8. I adjust the materials taught by using books that have been standardized by National Education Standards.	29	2.00	4.00	3.2759	High
9. As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done	29	3.00	4.00	3.5172	High
10. I know and understand what I teach to students and I prepare instructional methods and media before teaching	29	3.00	4.00	3.3793	High
11. I make preparation before teaching	29	2.00	4.00	3.4828	High
12. I give belief to students and I motivate them to emulate the goodness and the orderliness	29	2.00	4.00	3.2414	High
13. I raise initiative to learn to students because generally they do not understand the importance of learning. Afterwards I ready lessons that attract the students' curiosity	29	2.00	4.00	3.1034	High
14. I comprehend the students' progress in learning	29	3.00	4.00	3.1724	High
15. I give the students time to ask questions. Then I give feedback on the students' questions	29	3.00	4.00	3.2069	High
16. I make student activity towards what I teach and the learning process should involve the students	29	3.00	4.00	3.4483	High

17. I explain to the students about the results should be achieved and the importance of achieving learning objectives	29	3.00	4.00	3.1379	High
18. I have students' documents and information processing to measure the achievement of students' learning outcomes	29	3.00	4.00	3.2069	High
19. I do assessment of learning outcomes by including cognitive, appropriate characteristics, and psychomotor of the subjects	29	2.00	4.00	3.2069	High
20. I provide the services that students need inside and outside the classroom	29	2.00	4.00	2.8621	Moderate
Valid N (listwise)	29				

The table above described the respondents' capability about pedagogical competence where the respondents were considered to highly understand the 16 items of statements and moderately understand the 4 items of statements in the questionnaire. On the statements rated as high, there were 2 statements receiving the highest mean score compared to the others, they were, the first was "As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done" with the mean score 3.5172. it means the student teachers believed that they could improve their pedagogical ability especially in organizing the class. Class organization such as selecting the right procedure is an important indicator for the achievement of the learning process and learning objectives. Good classroom organization is also a measure of a teacher's success in teaching. Because, the teacher's success in organizing the class is the key to achieve learning objectives. Then the second was

“I make preparation before teaching” with the mean score 3.4828. The meaning is the student teachers believed that they could improve their pedagogical skill especially in making preparation before teaching. From the implication of pedagogical ability, this became the crucial thing in mastering learning principles starting from mastering the theory and the teaching material since by mastering the teaching material, it could help the teacher to convey theory correctness. Therefore, before teaching, it is a must for the teacher to master the learning material in advance.

For the statement rated moderate, there were 2 statements receiving the lowest mean score. The lowest mean scores were less than 3.000. They were on the statements, the first was “I provide the services that students need inside and outside the classroom” with the mean score 2.8621. It means the student teachers thought that they still could not improve their pedagogical ability very well particularly in providing the services to their students inside and outside the class. As a tutor and a facilitator, teacher must always be ready to help students wherever they need. Because by doing so, students will feel comfortable and happy in doing their assignments. The second was “I understand the students’ strength and weaknesses and the factors affecting them” with the mean score 2.9655. The meaning is the student teachers thought that they also still could not improve their pedagogical skill in understanding their students’ strengths and weaknesses. Understanding students in depth is an essential indicator. This becomes a provision for a teacher to design learning such as determining suitable

learning strategies based on student characteristics. So as the learning activities take place fun and the learning objectives can be achieved.

After analysing each statement, the researcher also analysed the result of the closed-ended questionnaire from the entire respondents. The results obtained would also be categorized as Low, Moderate, and High. The result of respondents' responses on overall analysis was as follows:

**Table of Score Categories**

Score	Category
20 – 40	Low
41 – 60	Moderate
61 – 80	High

**Table 4.5 Minimum and Maximum Scores**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Total	29	57.00	80.00	64.2069	6.17818
Valid N (listwise)	29				

**Table 4.6 Rating of Teaching Internship Program**

**Perception Category**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate	11	37.9	37.9	37.9
	High	18	62.1	62.1	100.0
	Total	29	100.0	100.0	

Based on the table 4.5 and 4.6, the minimum score obtained was 57,00 which was classified as the moderate category and the maximum score obtained was 80,00 which was classified as the high category. So that the researcher got a mean score of 64,2069 which was classified as high category. From all respondents, there were 11 respondents rated that teaching internship program was “moderate” for the development of pedagogical competence and 18 respondents rated that teaching internship program was “high” for the development of pedagogical competence. It can be said generally the teaching internship program can highly develop student teachers’ pedagogical competence due to the mean score was classified as high.

#### **4.1.3. Analysis of the Result of Semi Structured Interview**

This part described the information of the semi structured interview gathered from the respondents after the data was extracted and analysed by the researcher. The respondents were English Education students batch 2017. There were 29 respondents.

The interview was conducted after the respondents completed the questionnaire. The interview had been translated first in Bahasa before it was asked to the respondents in order to elude misunderstanding. To start up the semi structured interview, the researcher began from the main guidance of semi structured interview one by one.

##### **a. Result Related to the Student Teachers’ Perception on Understanding Learners**

The question: What do you recognize and understand in your students?

Responses: The responses of the interview form were attached in appendix.

Related to the first question, most of the student teachers answered that they understood the students' strengths and weaknesses and the factors affecting them. As R1 stated:

"That I know from my students, because accidentally I teach class X, they still carry their habits from the old school to high school. During teaching, there are few active students and the others tend to be more silent. Sometimes there are few students who answer, but sometimes there are those who really just answer greetings from the beginning to the end."

R8 explained:

"Lots. Starting from the way they learn, understand the lesson, and their attitude, like that. Some of my students are active and some are less active. From my point of view, students who are less active are because they do not participate in the class and there are internet problems. Due to I teach by using full English, they also use full English, that is what I like."

R11 added:

"I just could understand my students' characteristics. Students in class X are difficult to advise and lack discipline, while in class XI and XII, students are somewhat disciplined, diligent, and critical than class X because they are more mature, but most of them have big egos, perhaps because they feel more capable."

R23 added:

"Their characteristics are different, but the stigma of the most people sees that the students at the school where I do my internship have pretty good attitude. So far, they are good. They are kind and smart, but what are called teenagers, sometimes they are also nosy."

From the student teachers' responses, it could be concluded that the teaching internship program can help student teachers to understand students' strengths and weaknesses and the factors affecting them during learning process. In addition, the student teachers mentioned that the factors affecting students' weaknesses often were still carrying old habits (for class X), lazy because of



learning online and constrained by signals, being nosy and arbitrary because they are still teenagers.

**b. Result Related to the Student Teachers' Perception on Understanding of the Development of Curriculum/Syllabus**

The question: What do you know about the curriculum or syllabus development?

Responses: The responses of the interview form were attached in appendix.

Most of the student teachers stated that they knew the curriculum/syllabus development and used book during teaching that had been standardized by National Education Standard. As R13 conveyed:

“Actually, the curriculum is often changed and the last curriculum is the 2013 curriculum. The 2006 curriculum is more of teacher-centered learning, while the 2013 curriculum is expected to be more student-centered learning. The difference also exists in subjects and extracurricular activities, from compulsory to non-compulsory.”

R27 added:

“I know what the curriculum and the syllabus are. When teaching, my school uses the 2013 curriculum. The system is students must be more active in solving problems, if they cannot solve it, then they will be assisted by the teacher.”

R20 explained:

“As far as I know, the curriculum and the syllabus between 2019 and 2020 are different. In 2020, all learning is made online because of the pandemic. So, the syllabus is also made shorter because learning should not be long. Yes, I understand what curriculum and syllabus are.”

The additional question: Do you use books during teaching as your reference?

R2 answered:

“During teaching, I use books from my tutor teacher.”

R4 answered:

“During teaching, I take the material from the textbook or the paket book that I borrow from the library, the LKS book from the tutor teacher, and GOOGLE. Yes, the books have been standardized by National Educational Standard.”

R19 stated:

“For material reference, I use LKS book and internet such as GOOGLE and YOUTUBE which support the material that I will teach. The book that becomes reference has been standardized by National Education Standard.”

In conclusion, the student teachers stated that they knew the curriculum development/syllabus development, such as the nature of the current curriculum in a pandemic era although they did not mention the definition. Moreover, the student teachers also used books when teaching materials and adjusted the materials taught by using books that had been standardized by National Education Standard such as the textbook and the LKS book, and used internet both GOOGLE or YOUTUBE as the additional reference.

### **c. Result Related to the Student Teachers' Perception on Understanding Lesson Plan**

The question: What do you prepare before teaching?

Responses: The responses of the interview form were attached in appendix.

All of the student teachers claimed that they prepared instructional method and media and almost the student teachers prepared lesson plan and their selves before teaching. R10 conveyed:

“The first is mental, the next is the video introductory material, power point, and assignment. For lesson plan, I was not asked to make lesson plan, well..asked to make it, but the first time only. The media that I often use is a cell phone because I teach through WHATSAPP. For the method, the first is an introduction to the material to be discussed, the next is enter the material, question and answer, and assign assignments.”

R28 explained:

“What I prepare before teaching is mental, lesson plans, teaching materials, and power point. I prepare all of them with the guidance and direction of my tutor teacher. Previously, I also have to learn to master the material. The method and media that I often use are a laptop. I teach through GOOGLE MEET by using power point. The teaching methods are discussion and lecture because of discovery learning. I also prepare exercises.”

While R13 said:

“The material, teaching sequence like what I want to do today, lesson plan, and a module. During teaching, I use the lecture method, so I explain the module which contains 1 page to the students, afterward the students are asked to answer the questions on the spot.”

Based on the student teachers' answers, it could be mentioned that the student teachers prepared method and media, and lesson plan very well with the guidance and direction of the tutor teachers, and their selves before teaching such as mental and mastering material. The medias used were power point, WHATSAPP, GOOGLE MEET, and video. While the method that was often used was the lecture method.

#### **d. Result Related to the Student Teachers' Perception on Understanding the Implementation Educational Learning**

The question: How can you help students to increase their learning progress?

Responses: The responses of the interview form were attached in appendix.

Relating to the question of how the student teachers help students to increase their learning progress as the implementation of education learning, almost all of the student teachers stated that they gave student activities related to

the materials that had been studied and time to ask question to the students. R17 said:

“...I give exercises to be submitted for every meeting.”

R18 declared:

“I give exercises. Otherwise, students will not study. Besides that, I also give the students time to ask questions and motivate them”

Then, R24 explained:

“... PPL's job as a teacher is to motivate students. before ending the class, I give the students time to ask questions. I provide exercises to be discussed together because we are not able to give assignment during pandemic actually.”

From the responses above, it could be concluded that the student teachers could help the students to increase their progress in learning by giving various types of student activities such as exercise or homework and giving the students time to ask questions.

#### **e. Result Related to the Student Teachers' Perception on Understanding the Evaluation of Learning Outcomes**

The question: How do you evaluate your students learning outcomes?

Responses: The responses of the interview form were attached in appendix.

Almost all the student teachers had documents and information processing to measure their students' learning outcomes. R16 stated:

“The assignment recaps, the scores, and the attendance list, I have them to be evaluated.”

R1 declared:

“The first is from their presence, then from their liveliness in the class. I have a small note to record the active students. I just found out the ability of each student from their test scores because they are very passive.”

R29 added:

“Because I also assign assignments to them, so I have score information document to be evaluated.”

Hence, the student teachers’ responses showed that almost all the student teachers had documents and information processing because they gave exercises or assignment so they had students’ scores to be evaluated. Not only the scores but also the attendance list and any other small notes.

#### **4.2. Discussion**

This section was served as a place to discuss the close-ended questionnaire result and the semi structures interview result. This discussion sub chapter was composed of 5 indicators of pedagogical competence about the teaching internship program from student teachers’ perception. In the questionnaire, there were 20 statements, while in the interview, there were 5 main questions. For the interview, because semi structured interview was used by the researcher, so there was no clear information about the aspect classification to the interview questions.

According to the research objectives, this study aimed to answer a research question about the perception of English Education student teachers at Private Islamic University on the teaching internship program for the development of pedagogical competence. With regarded to the table 4.5, the mean obtained in the questionnaire was 64,2069 which was categorized as high. In general, the teaching internship program can highly develop student teachers’ pedagogical competence. However, the distance between the mean total (64.2069) with the maximum limit of moderate (60) was very little, that was only 4.2069 which the level of increase

was not that high. Then with regarded to the table 4.6, it indicated that the most of the total respondents 18 rated that teaching internship program was high, while the rest, 11 respondents rated teaching internship program was moderate. Therefore, it was said that most of the student teachers perceived teaching internship program can highly develop pedagogical competence.

The other result was on the table 4.3. It showed the result of the analysis of each statement. There were 4 statements rated “moderate” and 16 statements rated “high”. From the 16 highly rated statements, there were several items of statements considered standing out, namely items “As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done” (3.5172), “I make preparation before teaching” (3.4828), “I make student activity towards what I teach and the learning process should involve the students” (3.4483), and “I know and understand what I teach to students and I prepare instructional methods and media before teaching” (3.3793). Those were said to stand out because they got the highest score compared to the other items of statements. Judging from most of the statements that were rated high, so that the majority of student teachers believed teaching internship program can improve their pedagogical competence, especially in the four items.

Aside from the items of statements standing out from the questionnaire result, the researcher also found several items standing out from the interview result. On the first indicator was about the ability of student teachers in understanding learner. Most of the student teachers answered they could



understand their students' strengths and weaknesses and the factors affecting them, which was it referred to a statement "I understand the students' strengths and weaknesses and the factor affecting them". Even though the student teachers did not mention their students' strengths and weaknesses, but after being analysed indirectly, most of them knew enough about their students' strengths and weaknesses even if they did not really understand them completely. The result of analysing this semi structured interview was in accordance with the moderate result on the close-ended questionnaire.

Then on the second indicator was about the ability of student teachers in understanding of the development of curriculum/syllabus. Most of the student teachers answered that they understood and practiced all of the items except on the statement "As curriculum developers, I do not forget the moral aspect of the learning process". For the statement "I grasp the definition of curriculum and the nature of curriculum that has been accepted generally", the researcher realized even the student teachers did not mention the definition of curriculum, but they quite knew the natures of the current curriculum that was being applied in the host schools. Then for the statement "I use books when teaching materials" and "I adjust the materials taught by using books that have been standardized by National Education Standards", most of the student teachers stated they used books when teaching supported with power point and video, in which the contents of them had been adjusted with National Education Standard books.

Afterwards the third indicator, it was about student teachers' ability on understanding lesson plan. There were statements "I know and understand what I

teach to students and I prepare instructional methods and media before teaching”, “As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done”, and “I make preparation before teaching” that stood out the most because all and almost all the student teachers conveyed they prepared method and media, lesson plan and prepared their selves such as mental and mastering materials very well before teaching with the guidance and the direction from the tutor teachers. These three statements were also the most standing out statements in the questionnaire result. So, it could be claimed the teaching internship program can improve pedagogic abilities, especially in understanding the lesson plan.

The next was the fourth indicator. It was about student teachers’ ability in understanding the implementation educational learning, which this indicator contained about ways the student teachers helped to improve student learning progress. The result indicated almost all the student teachers claimed they could help their students’ learning progress by giving various types of student activities such exercise or homework and giving the students time to ask question related to the material that had been taught. Basically, those statements pointed on the statements “I make student activity towards what I teach and learning process should involve the students” and “I give the students time to ask questions. Then I give feedback on the students’ questions”. From the results of the questionnaire and the interview, both of them stated that student teachers provided student activities to help the students improve their learning progress.

Then for the fifth indicator, it was in regard to student teachers' capability in understanding the evaluation of learning outcomes. Almost all the student teachers responded they had documents and information processing to be evaluated. This thing pointed in the statement "I have students' documents and information processing to measure the achievement of students' learning outcomes".

From the several results of standing out statements, there were 4 items of statements mentioned equally prominently both from the close-ended questionnaire and the semi structured interview. They were "As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done", "I know and understand what I teach to students and I prepare instructional methods and media before teaching", "I make preparation before teaching", which are the indicator of understanding the lesson plan, and "I make student activity towards what I teach and learning process should involve the students" which is the indicator of understanding the implementation educational learning. Therefore, it could be said that student teachers perceived teaching internship program is good for developing pedagogical competence, especially on the understanding of lesson plan and implementation educational learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The last chapter talks about the Conclusion and the Suggestion related to the topic of this study. The topic is about student teachers' perception on teaching internship program for the development of pedagogical competence.

#### 5.1. Conclusion

Based on the result of the study about student teachers' perception on teaching internship program for the development of pedagogical competence, it could be concluded from the research question in the first chapter 'How do English Education students perceive on teaching internship program for the development of pedagogical competence'.

According to the results of closed-ended questionnaire and semi structured interview, the conclusion was most of English Education students perceived teaching internship program could highly develop their pedagogical competence. The clear indicators that the student teachers could achieve were the understanding of the lesson plans and the implementation of educational learning, then followed by the understanding of the development of curriculum/syllabus, the understanding learners, and the understanding of the evaluation of learning outcomes. On the understanding of the lesson plan, almost all of the student teachers stated they were able to compile lesson plan in accordance with the guidance and direction of the tutor teacher, and all of the student teachers stated they prepared methods and medias before teaching. In addition, in order to increase the maturity of teaching, not a few of them prepared themselves and

mental by studying and mastering the material in advance. While on the understanding of the implementation educational learning, almost all of the student teachers claimed that they could help improved the student learning progress by providing any kinds of student activities such as exercises or homework and giving the students time to ask questions.

By looking at the reason for choosing the topic, this study collected the data and explained the phenomena of the student teachers' perception on teaching internship program where the result of the study was positive that teaching internship program can be a real facility to improve pedagogical competence.

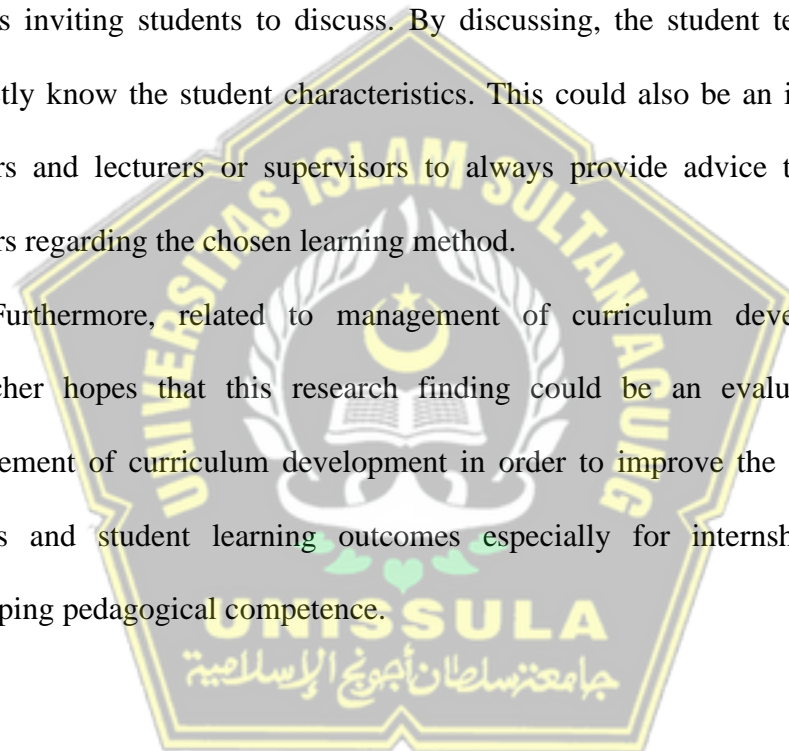
## **5.2. Suggestion**

Because of the researcher had finished this research, the researcher would like to suggest the next researchers who want to conduct a study related to this topic. The next researchers are suggested to choose better methods to collect data thus the next researchers are able to find maximum research results. The researcher hoped the finding of this research could be used as a starting point for future research that had a similar problem.

Related to the student teachers, a teacher is a tutor and a facilitator, hence the researcher hopes the student teachers were happy to be able to help the students both inside and outside the classroom in order to create a sense of pleasure for the students to do their assignments because they felt guided by their teachers. Furthermore, understanding learners is an essential indicator. By understanding students in depth, it would be easier for the student teachers to determine learning strategies that were suitable for student characteristics. In

addition, in determining learning strategies, mastering various learning methods are very important. If the student teachers were able to master it, hence they would be easier to choose an appropriate method according to the conditions. Because an appropriate method is very influential in students' learning development, it was hoped that the student teachers would not only apply the lecture method when teaching, but also be able to apply other appropriate methods such as inviting students to discuss. By discussing, the student teachers would indirectly know the student characteristics. This could also be an input for tutor teachers and lecturers or supervisors to always provide advice to the student teachers regarding the chosen learning method.

Furthermore, related to management of curriculum development, the researcher hopes that this research finding could be an evaluation for the management of curriculum development in order to improve the quality of the process and student learning outcomes especially for internship course in developing pedagogical competence.





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# APPENDICES

## Appendix 1. Validation Rubric of Questionnaire

### Questionnaire Validation Rubric

Instruction:

Give thick mark (✓) at the alternative answers which you think the best one for the following criteria

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised.  Please use the comments and suggestions section to recommend revisions
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> <li>The statements are direct and specific</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>Only one statement is asked at a time</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>The participants can understand what is being asked</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There is no <i>double-barreled</i> statement (two statements in one)</li> </ul>				✓	
Wordiness	<ul style="list-style-type: none"> <li>Statements are brief</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no unnecessary words</li> </ul>				✓	
Negative Wording	<ul style="list-style-type: none"> <li>Statements are asked using the affirmative</li> </ul>			✓		

<b>Overlapping Responses</b>	<ul style="list-style-type: none"> <li>• All possibilities are considered</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>• There are no ambiguous statements</li> </ul>			✓	
<b>Balance</b>	<ul style="list-style-type: none"> <li>• The statements are unbiased and do not herd the participants to a response. The statements are asked using a neutral tone</li> </ul>			✓	
<b>Use of Jargon</b>	<ul style="list-style-type: none"> <li>• The terms used are understandable by the target population</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>• There are no clichés or hyperbole in the wording of the statements</li> </ul>			✓	
<b>Appropriateness of Responses Listed</b>	<ul style="list-style-type: none"> <li>• The choices listed permit participants to respond appropriately</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>• The responses apply to all situations or offer a way for those to respond with typical situations</li> </ul>			✓	
<b>Use of Technical Language</b>	<ul style="list-style-type: none"> <li>• The use of technical language is minimal and appropriate</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>• All acronyms are defined</li> </ul>			✓	
<b>Application to Praxis</b>	<ul style="list-style-type: none"> <li>• The statements asked relate to the daily practices or expertise of the potential participants</li> </ul>			✓	
<b>Relationship to Problem</b>	<ul style="list-style-type: none"> <li>• The statements are adequate to answer the research question</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>• The statements are adequate to obtain the purpose of the study.</li> </ul>			✓	

Simon & White (2011)



**The Criteria of the Score:**

- 1 = Not Acceptable (major modifications needed)
- 2 = Below Expectations (some modification needed)
- 3 = Meets Expectations (no modifications needed but could be improved with minor changes)
- 4 = Exceeds Expectations (no modifications needed)

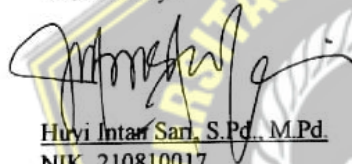
**Score of Validation rubric:**

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

**Comments and suggestions:**

*Accepted to be proceed*

**Validated by:**

  
Huri Intan Sari, S.Pd., M.Pd.  
NIK. 210810017  
Advisor





## Appendix 2. Research Permission Letter



**YAYASAN BADAN WAKAF SULTAN AGUNG  
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)**  
Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455  
email: [informasi@unissula.ac.id](mailto:informasi@unissula.ac.id) web : [www.unissula.ac.id](http://www.unissula.ac.id)

**FAKULTAS BAHASA DAN ILMU KOMUNIKASI**

**Bismillah Membangun Generasi Khaira Ummah**

Nomor : 035D.1/FBIK/I/2021 Semarang, 02 Jumadits Tsani 1442 H  
Lamp : - 25 Januari 2021 M  
Perihal : Permohonan Izin Mengadakan Penelitian

Kepada : Yth. Dekan FBIK UNISSULA  
.di-  
tempat

Assalamu'alaikum Warohmatullahi Wabarokatuh

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama : Irani Manasikana  
NIM : 31801700018  
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian dengan judul :  
"Student Teachers' Perception On Teaching Internship Program in The Development of  
Pedagogical Competence"

Dengan dosen Pembimbing : Huyi Intan Sari, S.Pd., M.Pd. NIK. 210810017

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut diatas untuk melakukan penelitian ditempat yang Bapak/ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami mengucapkan terima kasih.

Assalamu'alaikum Warohmatullahi Wabarokatuh



Huyi Intan Sari, S.Pd., M.Pd  
NIK. 210810017

Tembusan :

1. Yang bersangkutan
2. Arsip.

### Appendix 3. Closed-ended Questionnaire Sheet

#### **RESEARCH QUESTIONNAIRE SHEET**

#### *STUDENT TEACHERS' PERCEPTION ON TEACHING INTERNSHIP PROGRAM IN THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE*

The following is a questionnaire relating to research on student teachers' perception on teaching internship program in the development of pedagogical competence. Therefore, in the midst of your activity, we would like to ask your willingness and participations to fill out the following questionnaire. Please put (✓) on each response you choose in the provided column that is suitable with your opinion. Thank you for your contributions in advance.

#### **RESPONDENT IDENTITY**

Respondent Name :

NIM :

#### **QUESTIONNAIRE LIST**

Please put (✓) on the corresponding column.

Note :

SA = Strongly Agree

A = Agree

D = Disagree

SDA = Strongly Disagree

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I recognize and understand the students well and understand that the stages of development have been reached.				
2	I understand the students' strengths and weaknesses and the factors affecting them.				
3	I know teaching is not just talking and learning is not just				

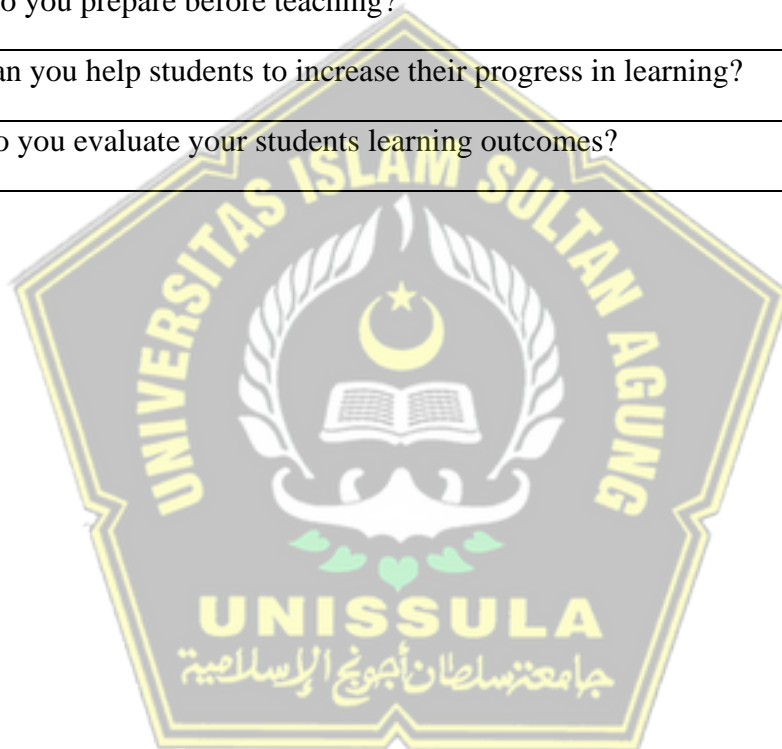
	listening. I am able to know about what the students want and how they can understand and utilize their knowledge and skills.				
4	As an effective teacher, I invite the students with good conversation and comprehend them. The students respect the differences and follow a variety of teaching activities.				
5	I grasp the definition of curriculum and the nature of curriculum that have been accepted generally.				
6	As curriculum developers, I do not forget the moral aspect of the learning process.				
7	I use books when teaching materials.				
8	I adjust the materials taught by using books that have been standardized by National Education Standards.				
9	As an effective teacher, I organize the class with the proper procedures and think about what the students should do and how it should be done.				
10	I know and understand what I teach to students and I prepare instructional methods and media before teaching.				
11	I make preparation before teaching.				
12	I give belief to students and I motivate them to emulate the				

	goodness and the orderliness.				
13	I raise initiative to learn to students because generally they do not understand the importance of learning. Afterwards I ready lessons that attracted the students' curiosity.				
14	I comprehend the students' progress in learning.				
15	I give the students time to ask questions. Then I give feedback on the students' questions.				
16	I make student activity towards what I teach and learning process should involve the students.				
17	I explain to the students about the results should be achieved and the importance of achieving learning objectives.				
18	I have students' documents and information processing to measure the achievement of students' learning outcomes.				
19	I do assessment of learning outcomes by including cognitive, appropriate characteristics, and psychomotor of the subjects.				
20	I provide the services that students need inside and outside the classroom.				

#### Appendix 4. List of Semi Structured Interview Section

##### INTERVIEW QUESTIONS

Questions
What do you recognize and understand in your students?
What do you know about the curriculum and syllabus development?
What do you prepare before teaching?
How can you help students to increase their progress in learning?
How do you evaluate your students learning outcomes?





## Appendix 5. Semi Structured Interview Transcript

### 1. What do you recognize and understand in your students?

- R1 : “That I know from my students, because accidentally I teach class X, they still carry their habits from the old school to high school. During teaching, there are few active students and the others tend to be more silent. Sometimes there are few students who answer, but sometimes there are those who really just answer greetings from the beginning to the end.”
- R2 : “According to my observations, they are averagely a bit lazy when asked to read. If collecting assignments, women are averagely on time, while men sometimes exceed the time limit.”
- R3 : “What I know they always obey, and during the learning process they follow everything. For women students, they seldom respond but mostly listen. For men students, they respond crowdedly and listen to the material but do not understand. For the assignment, they cannot be on time to collect, they still have to be invoiced to collect their homework.”
- R4 : “They are active, critical and easy to understand the material. For example, if someone doesn't understand, he immediately asks. But there are also mischievous students who like to adjust the power point when I display my power point”
- R5 : “Because it is online, it is a bit difficult to understand. What is clear is that there are some who are active, and there are some whom I taught from the beginning but did not attend classes at all.”
- R6 : “In my opinion, I feel that one science class is easy to catch something but they are not very active in class, and the other science class, they are a bit difficult to receive the material, but they want to try to ask via personal chat. Thankfully they are easy to be asked for collecting their homework, at least there are only one or two students who are difficult.”
- R7 : “My students are responsive, for example if they don't understand the material, they will ask me.”
- R8 : “Lots. Starting from the way they learn, understand the lesson, and their attitude, like that. Some of my students are active and some are less active. From my point of view, students who are less active are because they do not participate in the class and there are internet problems. Due to I teach by using full English, they also use full English, that is what I like.”
- R9 : “There are students who can speak English and there are students who cannot speak English. My students are active while studying, focus on the material, if they don't understand, they text me via WA. But the male students are mostly unfocused.”
- R10 : “I don't pay much attention because I teach students online. What I see there are some who obeyed, some are easy, some are serious and attentive, and there are also some who ask but only a few. From the background of the students, their homes are in coastal areas, so there are students who think that it's just a school and some are serious, such as when they submit



assignments, some are on time and some have to be afraid to submit assignments.”

- R11 : “I just could understand my students’ characteristics. Students in class X are difficult to advise and lack discipline, while in class XI and XII, students are somewhat disciplined, diligent, and critical than class X because they are more mature, but most of them have big egos, perhaps because they feel more capable.”
- R12 : “What I know and what I try to understand from my students is their abilities and character. For strengths and weaknesses, I don't think so, because there are some students who actually can do it but prefer to be silent. Because the teaching is not long, so for overall I don't know the strengths and weaknesses, but almost I know it because we also have discussions in WA group.”
- R13 : “Of course they have different abilities. Some can understand it right away, and some don't. Because it's online so there are lazy to pay attention, but there are some who are active too.”
- R14 : “Honestly, I don't understand my students because they are rarely on-cam during learning and most of them only appear when sending assignments.”
- R15 : “What I know and understand is that science class is more obedient, disciplined in submitting assignments, and less stubborn than other classes. But, whether they really understand or not, they rarely ask.”
- R16 : “What I can tell is that students from XI IPA 2 are diligent because they all are girls. They are diligent to collect assignments and join ZOOM. Merely, they rarely ask if they are given the opportunity to ask.”
- R17 : “Actually, I can only know my students and I haven't understood because I teach only through ZOOM and WA GROUP. What I know is if they are asked to join ZOOM they will attend, but only a few have open cameras and those who want to talk. They are diligent in collecting assignments, unfortunately if they don't join ZOOM and don't submit assignments, they don't get permission first.”
- R18 : “So, if they have assignment, only a few do, and the students are just the same. If I explain the material via WA, they listen it but don't respond it.”
- R19 : “That I know from my students is their character. Some are active, lazy, and some are ordinary. Besides that, some are smart, some really don't understand, and some are really curious.”
- R20 : “Few of my students are active, only 2 or 3 students and the others just obey and remain silent. That's if I teach them by using GOOGLE MEET, but if I teach them by using PADLET, they respond a lot. Actually, they are smart.”
- R21 : “Because I don't teach them by using ZOOM all the time, so there are less interaction with students. The students are lazy but tend to move quickly when submitting assignments, even though in the following week they are late to collect again. It's not really consistent actually.”
- R22 : “I think the students can understand what I teach. When teaching, students also pay attention. Yes, it's quite good. There are some who can

communicate in English as well. However, they are still late when submitting assignments.”

R23 : “Their characteristics are different, but the stigma of the most people sees that the students at the school where I do my internship have pretty good attitude. So far, they are good. They are kind and smart, but what are called teenagers, sometimes they are also nosy.”

R24 : “The first thing that I know is the characteristics of students but it's not too intense because I teach them only online. Some of them are enthusiastic, some are diligent and active to ask questions during class hours, passive, and some are provoked before they want to interact.”

R25 : “I know what students like and don't like. My students like movies but don't like reading. If there's any assignment, all the female students collect but the boys don't collect it.”

R26 : “During the learning process, I see that they are comfortable with my class, but again because the situation is online, so they aren't very conducive and communicative. Because it turns out that many students join the class but they don't contribute anything.”

R27 : “I catch that all students are not equal in ability, some are active, some are not, and some are on their own. If there are any assignment, some are late in collecting and some are long-winded.”

R28 : “What I know from my students is that they are smart if they really pay attention to the material. Because mostly if they pay attention, their scores will be good. Some are active, some are not, and when asked to answer, students who want to answer are just that. That's why I appoint them to show up. They are responsive, if they can't join the class, they will definitely ask my permission although sometimes they are also unresponsive in groups. So far, they are polite and kind.”

R29 : “Students are diverse in nature, some are quiet, chatty, funny, and smart. They want to pay attention, and some don't wanna pay attention.”

## **2. What do you know about the curriculum or syllabus development?**

R1 : “Curriculum development is now using the K13. What I know is that English is not a compulsory subject anymore, even elementary school now has no English subjects. I do not understand the development of the syllabus itself, but I understand which the curriculum and the syllabus are. Incidentally, I teach during the pandemic and from the Ministry of Education and Culture there is a Covid emergency curriculum. So, I use the 2013 curriculum specifically for the Covid emergency.”

R2 : “The curriculum used in the school is the 2013 curriculum, which it requires students to be more active. ... During teaching, I use books from my tutor teacher.”

R3 : “My school uses the revised 2013 curriculum. Because it's online, it uses online lesson plan or RPP. ... During teaching, I use notebooks and textbooks from the tutor teacher. The book is already the National Education Standard.”

- R4 : “The curriculum and syllabus used at my school are the 2013 curriculum, which are used before the pandemic. So, the schedule is fixed from 6.30 to 3.30. ... During teaching, I take the material from textbook or the paket book that I borrow from the library, the LKS book is from my tutor teacher, and GOOGLE. Yes, the book has been standardized by National Education Standard.”
- R5 : “I don't understand the curriculum and syllabus. ... During teaching, I search the materials by browsing and using the LKS book from other high schools.”
- R6 : “Because we do the internship during the pandemic, so we have to adjust to the covid emergency syllabus. The previous syllabus has 6 chapters per semester, while the Covid emergency syllabus only has 3 chapters per semester. The time is also tight, from 45 minutes/meeting to 20 minutes/meeting. ... I use paket book as my reference, but 75% I search in google and the rest is from the book.”
- R7 : “The curriculum used is the 2013 curriculum. ... My tutor doesn't give me books, so I use my sister's book. The book also has been standardized by National Education Standards.”
- R8 : “My school uses revised K13 if I'm not mistaken. Certainly, the role of students is more active than the role of the teacher. For the syllabus, both the school and the students have implemented this role. ... I don't use books, so I use the internet as my reference, but after that the material is consulted with the tutor teacher for being corrected.”
- R9 : “I don't know ... I teach the class via GOOGLE CLASSROOM, WA, GOOGLE MEET, and book. The book is from my tutor teacher.”
- R10 : “Yes, I understand the definition. My school uses K13. ... When I teach my students, I use a book from my tutor teacher as my reference and use the internet.”
- R11 : “For the syllabus, actually it is still referring to the revised 2013 curriculum. However, due to the corona condition, the curriculum must be limited, such as the learning time must be reduced. ... Yes, when we teach students, we use book as a reference.”
- R12 : “For the syllabus itself, I actually don't understand it because the syllabus is from the school, so I don't know that it looks like that. For the curriculum, the 2013 curriculum is used ... When I teach, I use books, e-book, and the internet as references, but mostly I look for the materials on the internet. The books have been standardized by National Education Standard because I borrow them from the school library.”
- R13 : “Actually, the curriculum is often changed and the last curriculum is the 2013 curriculum. The 2006 curriculum is more of teacher-centered learning, while the 2013 curriculum is expected to be more student-centered learning. The difference also exists in subjects and extracurricular activities, from compulsory to non-compulsory. ... For the material references, I use LKS book.”

- R14: "I understand the contents of the curriculum and syllabus, but for differences and changes I don't really understand. ... For references, I mostly use e-book and pdf that support learning."
- R15: "For the syllabus, I don't really know it, and for the curriculum, the school still uses the 2013 curriculum. But I understand what curriculum and syllabus are. ... I use GOOGLE and YOUTUBE as references because the book given by the tutor do not contain the material to be taught."
- R16: "I understand what curriculum and syllabus are, but during the internship 2, the school still use the 2013 curriculum which have not been revised. ... I look for references on the internet because the book from the tutor teacher do not contain the material being taught."
- R17: "For syllabus, I don't really understand, but for curriculum, the school still uses the old curriculum. Yes, I understand what curriculum and syllabus are because the material has been given during lectures. ... I use e-book and GOOGLE for references for making materials. The e-book seems to have a national standard."
- R18: "I know what curriculum and syllabus are. At the school where I do my internship, the 2013 curriculum is used, but I don't know the old one or the revised one. ... When I teach, I use LKS book and internet as references."
- R19: "I know what curriculum and syllabus are. The curriculum used in schools during internships is probably the revised 2013 curriculum. ... For material references, I use LKS book and internet such as GOOGLE and YOUTUBE which support the material that I will teach. The reference book is also national standard."
- R20: "As far as I know, the curriculum and the syllabus between 2019 and 2020 are different. In 2020, all learning is made online because of the pandemic. So, the syllabus is also made shorter because learning should not be long. Yes, I understand what curriculum and syllabus are."
- R21: "I understand with the definition. ... During teaching I use notebook, paket book, and LKS book, and the internet as well."
- R22: "If the development, I don't really follow it, but the current curriculum uses the revised 2013 curriculum, so my school also follows the curriculum. I also don't really understand the syllabus, I only know the definition of curriculum and syllabus. ... For references, I use paket books and LKS. For more, I look for the material on the internet."
- R23: "What I understand is that the curriculum evolves with the times, and one of the factors in the development of the curriculum and syllabus is technology. ... For reference, I often use internet, but sometimes I also use the soft file of the paket book, the e-book. The paket book has the National Education Standard, so the book has a barcode that can be scanned. Then, it will go to the web and you can download the soft file."
- R24: "I don't know the development of curriculum and syllabus, but I know what curriculum and syllabus are because before teaching we have been guided by the tutor teacher. ... I teach students by using module book that I made myself for reference, and the sources I use when making module are also from English books."



- R25 : “The curriculum and syllabus in Thailand are different from Indonesia. In Thailand, the syllabus is from the book. ... When teaching, I use books, a cell phone, and a laptop. The book is from my tutor.”
- R26 : “The curriculum is the teacher's reference in making lesson plans. If I'm not mistaken, the curriculum is the center, the syllabus is made from the curriculum, and lesson plans are made from the syllabus. So, the spearhead is the curriculum. Actually, during the process of making the material, I do not use books as references, but I use the internet.”
- R27 : “I know what the curriculum and the syllabus are. When teaching, my school uses the 2013 curriculum. The system is students must be more active in solving problems, if they cannot solve it, then they will be assisted by the teacher.”
- R28 : “More or less, I know what curriculum and syllabus are. The curriculum is the center. Because it is still general in nature, it's further detailed into a syllabus. The syllabus is from the government and schools. Because I teach during the pandemic, so the school decide to use the covid emergency syllabus. ... The references that I use when teaching are LKS books and paket book, then I develop it by using sources on the internet.”
- R29 : “If the curriculum is a school regulation from the government, the syllabus is a regulation on how to teach students. Yes, understand what the definition of curriculum and syllabus are. ... When I teach, I use LKS from the tutor teacher. It probably has National Education Standard.”

### **3. What do you prepare before teaching?**

- R1 : “Before teaching, I usually prepare materials such as power points or anything else that I will teach later. Then to prepare myself, I prefer to try to understand the material, read the material and put it into practice. We are asked to make RPP or lesson plan first.”
- R2 : “One week before teaching, I prepared lesson plans and methods as well. I teach using video. I make a learning video that is uploaded on YouTube, then I share the link to students.”
- R3 : “Power Point and the main thing is the material. Previously I also made lesson plan. Usually, the method and media I use is Power Point which I present through GOOGLE MEET and GROUP WA. I also make a learning video on YOUTUBE then I share the link with the children. For speaking assignment, I also ask my students to make a video, so, they read the text and be recorded.”
- R4 : “The first thing I prepare is mental because I'm really excited, the second is the material I want to teach, and I read a lot of the material. Yes, I also prepare lesson plans. Because the teaching is online, the method is I explain the material then there is feedback from students. If a student answers a question, I will give him score.”
- R5 : “What I have prepared is a power point if I teach my students via GOOGLE MEET. If I use PADLET, I just prepare the material for myself. Before teaching, I must also make lesson plan.”

- R6 : "The most important things are lesson plan, power point, and then compiling the exercises. Besides power point, I also use POWTOON, and for the media, I has QUIZIZ."
- R7 : "Preparing materials. For the tools, I use a laptop, list of absences, a module book, and exercises. I make lesson plan too. Because it's online, I prefer to use Power Point, and for quizzes, I use KAHOOT. I've ever made a learning video too."
- R8 : "Lots. Starting from mental, material maturity such as power point and exercises. From the beginning before making power point and exercise, I make lesson plan. ... I teach students with learning by doing, I often do exercises. Then I only rely on power point, but in the power point, it has completely with poster, materials, and exercises."
- R9 : "Preparing the video, preparing myself. The video is made by myself which is uploaded on YOUTUBE. Preparing power point and lesson plan RPP as well."
- R10 : "First is mental, material introduction video, power point, then the task to be given. For lesson plan, I was not asked to make lesson plan, well... asked to make it but the first time only. The media that I often use is a cell phone, because I teach via WHATSAPP. For the method, first introduce the material to be discussed, then enter the material, question and answer, and assign assignments."
- R11 : "Preparing mental, lesson plans, power point, learning videos, assignment, and voice recordings about the learning. For methods and media, I teach my students online via ZOOM and WA group where I explain the material to students."
- R12 : "Lesson plan, of course. Lesson plan must be prepared in advance. Then the materials and instruments such as laptop and internet connections. The methods and media that I use are usually learning video where the video is recorded when I explain the material. I make a learning video from POWTOON too."
- R13 : "The material, teaching sequence like what I want to do today, lesson plan, a module. During teaching I use the lecture method. So, I explain the module which contains 1 page to the students, afterward the students were asked to answer the questions on the spot."
- R14 : "Mental, lesson plans, materials, and voice notes explaining the material. At that time, we had to use voice note so that students could replay the explanation of the material. The point is as a teacher I only provide explanations and answer students' questions."
- R15 : "Lesson plans, material, power point, voice note, and video of the opening of the material. I use ZOOM only for opening and greeting the students, then for explaining the materials, I use WHATSAPP."
- R16 : "First is making lesson plans, then materials, learning media, power oint, voice notes, and videos. When teaching, the school itself requires to use ZOOM, but ZOOM is only used at the beginning of class to be absent and greet the students. Then to explain the material, I use WHATSAPP group."



- R17 : “I prepare power point, materials, lesson plans, and learning videos related to the material. I teach my students through ZOOM and WA GROUP only. First, the learning video is shared on WA GROUP, after that I distribute the power point and I explain each slide through voice note.”
- R18 : “Because I teach via WA, I prepare power point, voice notes to explain the material, learning videos related to the core lessons to be discussed, and lesson plans.”
- R19 : “The preparations are like introductory greetings, absence, motivation, lesson plans, materials, and power point. During teaching, I use ZOOM and WA. I use ZOOM Only for introductions and absences, while to explain the material, I use power point via WA.”
- R20 : “Usually I prepare power point, materials, notes and media for teaching, mental and physic. I also prepare lesson plans. I prepare the lesson plans, teaching materials, method, everything.”
- R21 : “Before teaching, I prepare lesson plan first, then power point. In the power point, there are video and picture. I have never made a learning video because it is not recommended by the tutor teacher, so apart from using PPT and ZOOM, the tutor advises to record material explanations.”
- R22 : “Usually, I prepare material, mental, lesson plan and power point. I have ever made a learning video but the video is in the form of power point while I’m explaining.”
- R23 : “Lesson plan. And the most enthusiastic is when I make power point. Then there is also TIKTOK because I ask them to create a task using TIKTOK.”
- R24 : “First is mental, then mood. I also learn material so that I can master the material in the module. Lesson plan must be prepared as well. The methods and media that I often use are videos from YOUTUBE and power point as well.”
- R25 : “Materials or content to be taught, making lesson plans. Sometimes I use power point and movie.”
- R26 : “The first must be mental, then device, internet, and material. I make power point, and every power point, I prepare a video related to the material.”
- R27 : “A week before teaching, I prepared lesson plans and materials, started from power point, exercises, the answers, assessment, and teaching programs or methods.”
- R28 : “What I prepare before teaching is mental, lesson plans, teaching materials, and power point. I prepare all of them with the guidance and direction of my tutor teacher. Previously, I also have to learn to master the material. The method and media that I often use are a laptop. I teach through GOOGLE MEET by using power point. The teaching methods are discussion and lecture because of discovery learning. I also prepare exercises.”
- R29 : “Preparing the material, then I also prepare everything if I will teach. The lesson plans were prepared a week before teaching, so when I will teach, I just prepare the material, provide explanation and assignment.”

#### 4. How can you help students to increase their learning progress?

- R1 : “I encourage them so that they won’t be ashamed to answer such as asking the meaning of words and their categories, because what I notice in each class there are only few students who want to answer. Before I close the class, I definitely give students time to ask questions. For example, the class is over and they still don’t understand then they will ask. For assignment, I never give them assignment, but I always ask questions during the learning process. Then at the last meeting, I give a quiz.”
- R2 : “10 minutes before the lesson ends, there is question and answer session. Sometimes if they still don’t understand, so they ask me in WA. Then there are tasks. The tasks are simple, such as multiple choice, filling in, and writing letters. Yes, I provide motivation too.”
- R3 : “Giving support. I motivate my students that English isn’t difficult. I give them vocabs that they don’t know and ask them to read often, so each meeting, they take turns reading the text that I give them to practice speaking as well. Then, I also often give assignment and pre-tests. The job is to write and practice speaking.”
- R4 : “I see from their scores of the first, second, and third tests, whether their scores are increase or not. At the end of the meeting, I give time for students to ask questions, if they are shy, they can text or call me, I also give motivation so that the students are interested in learning.”
- R5 : “By giving assignment and time to ask questions during lessons. The students can text me also when the time is up. I give motivate as well.”
- R6 : “First, I definitely give them motivation, then give them time to ask questions. But so far, if there are students who have texted me, I always answer them.”
- R7 : “It’s simple, so for example, if someone doesn’t understand, they can ask in a direct group or Personal Chat. Providing exercises and quizzes as well.”
- R8 : “At the end of each lesson, I always give them time to ask questions and remind them to ask questions outside the classroom if there is something they still don’t understand. Always motivating them so they are not lazy.”
- R9 : “Giving assignment when the material has been presented.”
- R10 : “The first is giving motivation, assignment and exercises, then giving time to ask questions after delivering the material. If there are no questions, they can ask via Personal Chat.
- R11 : “I always give students time to ask questions at the end of the lesson and assignment.”
- R12 : “I usually look at their scores because every meeting I give them exercise. If there are students who do not understand the material, I will definitely text them privately. I’ve ever given motivation at the end of the lesson.”
- R13 : “Helping my students to answer questions. Sometimes I provide material links for them to study. If they have difficulties, I allow them to ask questions during or outside the class. I always tell them that the achievement target is like this, so at the end I will ask them to do this. Unconsciously I also give motivation to them.”

- R14 : “Usually, I give a list of irregular vocabulary and find a pdf for their study material. In addition, I give assignment, exercises, and time to students to ask questions.”
- R15 : “I give my students exercises and time to ask questions. For example, if they text me privately, I will give them motivation too.”
- R16 : “If there are students who ask questions on WHATSAPP, I will definitely answer them. I also provide assignments and exercises.”
- R17 : “Since many of them still misspelled, I help them to correct. I give exercises to be submitted for every meeting.”
- R18 : “I give exercises. Otherwise, students will not study. Besides that, I also give the students time to ask questions and motivate them. The motivation is by luring high scores for those who immediately collect assignment.”
- R19 : “I usually help my students by giving Q&A section. After explaining, I give time to ask. If they still don't understand, I will explain them the material again, if they understand, I will give them exercises.”
- R20 : “After I explain the material, I usually ask them to remember what they just learned. After the lesson, I give easy assignment. If they don't attend class and don't submit assignment, I text them via WHATSAPP. Yes, I give time to ask questions, both during class videos and private chat. I also give them motivation.”
- R21 : “So, after I give the material, I always ask them to text me if they have any questions. Yes, I also give exercises and assignment in every meeting. I have also given motivation before starting the class.”
- R22 : “Giving motivation to students and after explaining the material, I give time to ask questions. I also give exercise and assignment. The questions are taken from LKS book and paket book.”
- R23 : “Motivation. The motivation is from NETFLIX. Also, I share the song on SPOTIFY and then at the next meeting I ask them what new vocab they got from the song. I give assignment and invite my students to discuss too, if there is someone wants to ask, I will answer it.”
- R24 : “I usually text them one by one, if there is something that is not clear, the material can be asked. PPL's job as a teacher is to motivate students. Before ending the class, I gave the students time to ask questions. I provide exercises to be discussed together because we are not able to give assignment during pandemic actually.”
- R25 : “Giving assignment and time to ask questions, and also motivation.”
- R26 : “Because the teacher is a media for student to learn, so as much as possible I become a means to make students easier to learn such as giving time to students to ask questions and give exercises.”
- R27 : “I usually give time to ask questions and time to finish on their correcting questions. Every class, I also provide easy exercises, the system is a direct question and answer in class.”
- R28 : “I often give some exercises to be answered together. Afterwards, I give the task. Before I end my class, I also give time for students to ask questions, they can text in WA GROUP or private chat if they have question. I have ever given motivation.”

R29 : “I just give them assignment. Yes, I also give time to ask questions and they can ask questions outside the class because I don't use ZOOM every meeting, so they can text via WA. The policy of the school is also to use WA only. Otherwise, I make a learning video. I've ever given them motivation but at the end of the internship.”

##### **5. How do you evaluate your students learning outcomes?**

R1 : “The first is from their presence, then from their liveliness in the class. I have a small note to record the active students. I just found out the ability of each student from their test scores because they are very passive. Apart from judging in the cognitive aspect, I also give score in the moral aspect.”

R2 : “For example, I give assignment to students, in the next meeting I give feedback. If there any problem when doing the assignment, we will discuss it together. ... Yes, I also have a student information document from the beginning of the meeting. Apart from assessing in the cognitive or knowledge aspect, I also assess in the attitude of how they treat the class.”

R3 : “By looking at their assignment. From their tasks, it can be seen which students are really listening and which are not. Because there is practical assignment, I assess from the aspect of knowledge and practice, besides that it is also attitude.”

R4 : “For example, during video conference, if there are students who can answer questions, I will give them additional points. I have other notes especially for their assignment and tests to recap their scores. There isn't moral score.”

R5 : “I get an assignment analysis sheet from tutor teacher, so from the beginning of the meeting to the end, the whole scores will be seen. There is practice score too. The practice is when doing a daily test. Since the material is poem, I ask them to read the poem and video it.”

R6 : “For evaluation, what can be done is to make exercises by using KAHOOT, QUIZIZ, GFORM to find out whether they understand or not. After that we create a form from EXCEL which contains lists of their scores. For the scores, I assess from the aspect of knowledge and morals.”

R7 : “I use the quiz. So, through the quiz, I can assess the extent to which students understand the chapters that have been studied. For the assessment, there are aspects of knowledge, skills, and attitudes/morals.”

R8 : “I see from the scores of their assignments and their attitude during class such as they are active or not and respect each other or not.”

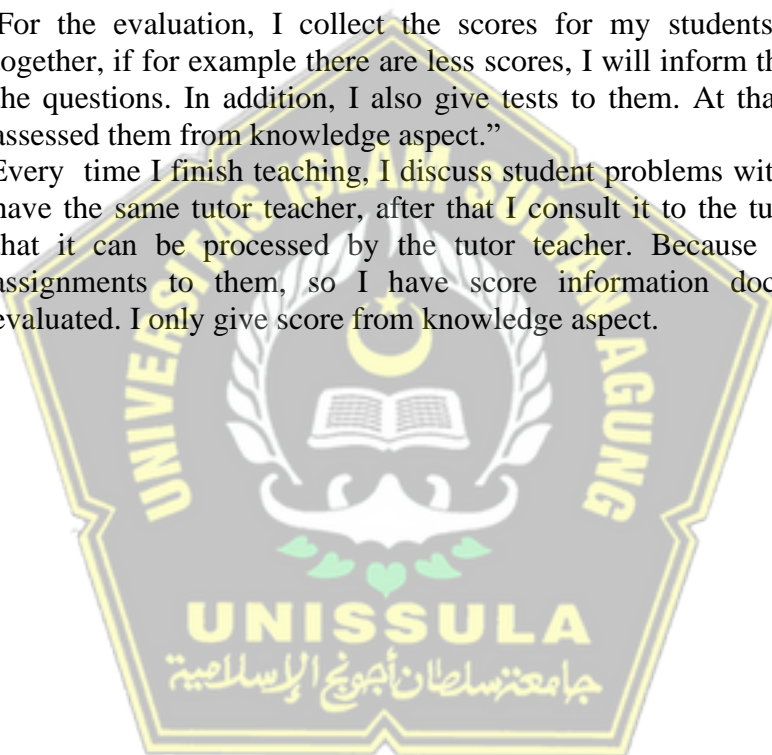
R9 : “Giving assessment of their homework that has been done. Practical assessment is also like making an application letter.”

R10 : “To evaluate my students, I use a quiz, so I have a student information document. The score is also not seen from right or wrong but from who is the fastest to collect. Hence, it belongs to the moral aspect because it involves their responsibility to collect assignments. Those who do not submit assignments are also notified to collect the assignment immediately.”



- R11 : "I evaluate from their presence and scores. For their scores, I assess them in terms of knowledge, morals, and practice."
- R12 : "I automatically give a test to evaluate their abilities. What I assess is not only knowledge but also morals and practice. For moral, I don't give score in the form of a number but + score which I will add to the overall score. I also tell my students about KKM that they must achieve, if there is a score that is less than the KKM, I will announce them in order to take remedial."
- R13 : "After finishing the questions, we correct it together, so everyone can discuss. ... Apart from the knowledge assessment, I provide a practical assessment as well. So, student information documents like the notes, I have it."
- R14 : "Usually, I see from the scores of their assignment. If there is a score that is less, I ask the students to do it again. The assessment I give honestly is only knowledge."
- R15 : "Always using a quiz. So, I have score information to evaluate."
- R16 : "If there is assignment, we correct it together in the group. ... The assignment recaps, the scores, and the attendance list, I have them to be evaluated. The score I give is not only the score of knowledge, but also practice and morals."
- R17 : "After collecting the assignments, I give them the answer key of the assignment so they can evaluate the answers by themselves. Because there are assignments collected, so I have student information as well to be evaluated."
- R18 : "Giving exercises, after that the scores will be evaluated. In addition, I also inform students about the results that must be achieved, for example, if there is a score that is less, they can take remedial. I assess them by his knowledge and morals."
- R19 : "I evaluate them by using exercises or tests to find out how far they understand the material. From the exercises, I will give score. And I also give them motivation. Apart from the knowledge score, I also give score from the moral aspect."
- R20 : "I give them 2 tests, namely reading poetry and multiple choice tests. So, I have all their scores, remedials, and questions. The scores I give are the score of knowledge and practice, for the moral aspect, it is assessed by tutor teacher if I'm not mistaken."
- R21 : "For me, for example, if there's any assignment, it will be corrected together. If correcting together, there must be someone who helps answer, the student who helps answer, I will give him point. So yes, I have a student information document too. The score is based on knowledge and moral."
- R22 : "I give questions and assignment to make a video speaking about descriptive text. So, the assessment is seen from knowledge and practice. There is also a moral assessment. The assignment scores, video score, and small notes about my students, I have them."
- R23 : "I make the scores to be an EXCEL file document for a report. The scores that I give is the scores of knowledge, practice, and moral."

- R24 : “I haven't had time to evaluate students because I haven't given them a test.”
- R25 : “I inform students of the results they need to achieve and I have document information or scores to be evaluated.”
- R26 : “I give a Q&A session, if no one asks, I will ask them to see how much attention they paid to the material. Of course, I also give exercises both oral and written. For the assessment, I do not assess them the moral aspect.”
- R27 : “For the evaluation, I report directly to my tutor teacher, both in terms of scores and absences. So, I have a student information document because the tutor teacher asked me to do the KKM. Its score is knowledge and morals.”
- R28 : “For the evaluation, I collect the scores for my students to put them together, if for example there are less scores, I will inform them to rework the questions. In addition, I also give tests to them. At that time, I only assessed them from knowledge aspect.”
- R29 : “Every time I finish teaching, I discuss student problems with friends who have the same tutor teacher, after that I consult it to the tutor teacher so that it can be processed by the tutor teacher. Because I also assign assignments to them, so I have score information document to be evaluated. I only give score from knowledge aspect.”





## Appendix 6. Documentation

