

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.

