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Analysis of Pre-Service Teacher Abilities in Professional Training Program on Aspects of Personality, Learning, Micro-Teaching, and Lesson Plan Development

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Abstract

The aim of this study was to assess students' ability to engage in PLP (Professional Training Program) within schools. The research methodology employed a descriptive qualitative approach, utilizing surveys and direct observation of students participating in PLP activities. The assessment instrument included standards related to personality, learning, lesson plan development, and micro-teaching. The study involved PLP participants at the selected school sites. The results of the assessment, conducted by the supervising teacher and PLP assistant lecturer, revealed that PLP participants excelled in the aspects of personality, learning, lesson plan development, and micro-teaching.

Keywords: PLP, Personality, Learning, Lesson Plan Development, Micro Teaching

INTRODUCTION

Field introduction activities for university students are practical learning experiences designed to impart knowledge, foster skills, and cultivate positive student attitudes. Teaching practice, also known as the Professional Training Program (PLP), is an initiative aimed at introducing students to schools and madrasas early in their academic journey, providing them with an initial exposure to the teaching profession. Through these teaching practice activities, students are expected to gain the foundational experience necessary to develop an educator's identity, enhance competencies specific to their field of study, and refine pedagogical skills to build educational expertise. As a result, the PLP is structured in a progressive manner, with learning outcomes integrated into each semester.

The goal of the PLP aligns with the minimum qualifications for teachers, as outlined in Law No. 14 of 2005 on Teachers and Lecturers. This law stipulates that teachers must possess academic credentials, competencies, teaching certifications, physical and mental well-being, and the ability to contribute to the realization of national educational objectives. Consequently, conducting teaching practice is a crucial endeavor for aspiring teachers, with the expectation that it will further develop their professionalism in the future.

Professional teachers exhibit personal, social, pedagogical, and professional competencies. All four of these components are essential, and a teacher should not possess just one but should meet all

these criteria. Therefore, teaching practice provides the framework for students to evolve into professional educators.

The notions of professionalism and being a teacher are two intertwined aspects that cannot be separated in a teacher's role. It's impossible to be considered professional without demonstrating professionalism, and vice versa. Therefore, earning the title of a professional teacher or achieving teacher professionalism within a teaching staff necessitates dedicated efforts to enhance both academic and non-academic capabilities.

The Faculty of Teacher Training and Education (FKIP), as the grooming ground for future educators, should be firmly committed to producing students who will evolve into professional educators. This involves providing comprehensive educational science services alongside the curriculum for all eight semesters (spanning four academic years) of the study program. This means that educational science cannot be neglected; it should be seamlessly integrated into students' academic journey from semester one to semester eight.

The PLP or equivalent initiatives adopted by various universities are exceedingly crucial and require continual development, spanning from planning to evaluation and follow-up. This ensures that the expectations set by universities, partner schools, PLP supervising lecturers, guest teachers involved in PLP, and students themselves are effectively met. In fact, this endeavor becomes a pivotal element in shaping the future of the nation, as it equips students with a clear understanding of professionalism before they embark on their journey as educators.

One key component of the PLP assessment involves carrying out teaching practice. This includes assignment of teaching responsibilities by host teachers, with the approval of the school principal, to gauge the teaching skills of PLP students. The PLP Final Exam, which engages host teachers and supervising lecturers as examiners, entails direct observation of students within the classroom and in extracurricular contexts to evaluate their teaching and learning capabilities.

Considering the aforementioned context, the objective of analyzing the implementation of student teaching practice is to evaluate students' personal growth, their levels of learning engagement, the development of lesson plans, and the proficiency of micro-teaching exhibited by PLP students. This assessment hinges on predefined indicators within each assessment category.

METHOD

The research methodology utilizes a qualitative survey approach that involves direct observation and close attention to PLP students during various stages of their learning activities, including before, during, and after the learning process. The assessment instruments used consist of personality assessment sheets, learning assessment tools, lesson plan development assessments, and micro-teaching evaluation sheets, all of which are provided by the faculty. The participants in this study comprised nine PLP students from four different study programs at SMPN 1 Telukjambe Barat in Karawang.

Table 1. Research Subjects

No	Name	Study Program
1	S-1	Bahasa
2	S-2	Bahasa
3	S-3	Physical Education, Health, and Recreation
4	S-4	Physical Education, Health, and Recreation
5	S-5	English
6	S-6	English
7	S-7	English
8	S-8	Mathematics
9	S-9	Mathematics

Moreover, the PLP assessment involves two assessors: the supervising teacher and the examining lecturer. The research results are evaluated by assigning scores based on the following criteria:

Table 2. PLP Assessment Criteria

Score	Criteria
$X > 80$	Excellent
$70 < X \leq 80$	Good
$50 < X \leq 70$	Fair
$X \leq 50$	Poor

RESULTS AND DISCUSSION

The data of the research results were taken through the PLP Exam activities with the details of the activities as follows:

Table 3. PLP Exam Implementation Schedule

No.	Name	Exam Date	Exam Time	Grade
1.	S-1	22-08-2022	09.20-11.20	VIII
2.	S-2	24-08-2022	12.15-13.15	VIII
3.	S-3	23-08-2022	07.15-08.35	VIII
4.	S-4	23-08-2022	08.40-09.20	VIII
5.	S-5	22-08-2022	12.20-13.40	VIII
6.	S-6	24-08-2022	07.15-08.35	VIII
7.	S-7	25-08-2022	10.15-11.35	VIII
8.	S-8	23-08-2022	10.15-11.35	VIII
10.	S-9	25-08-2022	08.35-09.55	VIII

The results of the PLP exam assessment seen from the criteria of personality aspects, learning, development of lesson plans, and micro-teaching can be seen below:

Table 4. PLP Exam Score Results

No	Subject	Personality		Learning		Lesson Plan Development		Micro Teaching		Average Score		Final Score
		D	G	D	G	D	G	D	G	D	G	
1.	S-1	85,2	88	81,25	86,13	85	88	81	86,4	83,11	87,13	85,12
2.	S-2	85,3	89,9	80,625	88,13	85,2	89,6	83,3	88,3	83,61	88,98	86,29
3.	S-3	85,1	88,8	81,25	85,75	85	88,4	82,6	78,2	83,49	85,29	84,39
4.	S-4	84,4	88,4	76,25	64,5	84,8	88,4	82,5	79,8	81,99	80,28	81,13
5.	S-5	85	89,3	81,25	87,13	85	87,2	84	88,6	83,81	88,06	85,93
6.	S-6	85,2	89,1	81,25	87	85,2	88	83,6	88,2	83,81	88,08	85,94
7.	S-7	84	89	79,75	87,13	85,4	87,6	82,9	88,2	83,01	87,98	85,50
8.	S-8	85,2	90,3	81,25	88,75	85	89,6	83,6	89,1	83,76	89,44	86,60
9.	S-9	85,1	90,2	82,75	88,75	85	89,8	84,9	89,2	84,44	89,49	86,96
Total		764,5	803	725,63	763,3	765,6	796,6	748,4	776	751,03	784,71	767,87
Average		84,9	89,2	80,6	84,8	85,1	88,5	83,2	86,2	83,4	87,2	85,3

Description: D = Lecturer, G = Host Teacher

Based on the results of the pedagogical assessment of students in implementing PLP, it is found that the average score level for management in learning is 82.7, meaning that the value is included in the

very good criteria. It is shown by PLP students when carrying out the learning process. Seven aspects that are mastered by a teacher in their learning have been seen, namely:

1. Characteristics of the learners
2. Learning theory and educational learning principles
3. Curriculum development
4. Educational learning
5. Development of learners' potential
6. How to communicate
7. Learning assessment and evaluation

Hence, the aspects related to learning management competence among PLP participants will provide valuable insights for their future role as teachers. Nevertheless, certain aspects, such as developing students' potential and understanding their unique characteristics, have not been fully realized. Indeed, mastering these aspects takes time, as it is challenging for prospective teachers to grasp them quickly.

Each student's potential and characteristics are distinctive, often described as unique in the field of human development. Therefore, a comprehensive process is required to comprehend and adapt to individual students' potential and traits. When it comes to learning theories, PLP participants have demonstrated the application of educational learning principles, notably reflected in innovative approaches to curriculum development. The communication skills of PLP participants in delivering educational material have also been notably effective, and the assessment procedures have been carried out meticulously.

Moreover, personality competence stands as one of the indicators of a professional teacher's readiness. The desired traits that teachers should embody include.

1. A stable personality is acting in accordance with social norms and being proud to be a teacher.
2. Mature personality displays independence in acting as an educator and has a work ethic as a teacher.
3. A wise personality displays actions based on the benefits of students, schools and society and shows openness in thinking and acting.
4. An authoritative personality includes behaviour that positively influences students and has respected behaviour.
5. Noble character includes acting in accordance with religious norms and having behaviour that students exemplify.

According to the results of the personality assessment for PLP students, the data indicates an average score of 87.05, signifying that the overall personality of PLP students is excellent. This is further corroborated by feedback from the school principal, who commends the PLP participants for their outstanding adherence to the established rules during the PLP implementation. Even in extracurricular activities, such as the initial school environment introduction (MPLS) and camping, the students' personalities shine through, contributing positively to the school's educational processes.

Additionally, a teacher's primary responsibilities and functions are intrinsically linked with a thorough understanding of the curriculum, which is subsequently translated into a learning plan. Meticulous planning is often considered to be half the battle, as succinctly stated by Secretary Nurhadi, who enthusiastically remarked, "Success is halfway achieved when 50% of the planning is done" (Anwar, 2022).

In a learning process, crafting a meticulous plan prior to conducting lessons, both inside and outside the classroom, is a fundamental obligation for teachers. Drawing from the author's own experience in a leadership role within a middle school, it becomes evident that many teachers still struggle with optimal lesson planning. In contrast, PLP students consistently adhere to curriculum guidelines, evident in their remarkable average score of 86.8.

While it is commendable that PLP students excel in planning, it is disheartening that this paradigm is often limited to their student years. Upon transitioning to educators, the paradigm or

mindset often shifts towards emulating senior teachers in various aspects, such as merely photocopying or downloading existing plans from the internet.

Therefore, the concise account of learning planning presented above should serve as a valuable lesson for stakeholders, particularly those concerned with education. It underscores the need to persistently inspire prospective teachers and current teachers to break free from the misconception that preparing lesson plans is anything less than a crucial starting point before executing the learning process.

The formulation of teaching plans cannot be indiscriminately copied or borrowed from others, as students, teachers, and the educational environment all exhibit unique characteristics that preclude one-size-fits-all solutions. Thus, innovation is essential in crafting plans tailored to the specific context and conditions under the teacher's purview. As Sutirna stated that teachers are required to have abilities:

1. Explaining the difference in understanding between discovery, innovation, and modernization.
2. Explaining explain the link between innovation and modernization.
3. Explaining the meaning of educational innovation. (Sutirna, 2018)

Furthermore, how are micro-teaching skills for a prospective teacher or education student? Is it essential? The answer is necessary because micro-teaching is an area of skill training for a prospective teacher. Dadang Sukirman says micro-teaching is a lesson to train teachers' teaching skills (Dadang, 2012).

According to Barnawi Arifin, microteaching is a teaching method employed in teacher education and other learning environments. In micro-teaching, a group of aspiring teachers engages in structured practice to hone their fundamental teaching skills, participate in teaching exercises, and analyze any encountered challenges. The teaching and learning activities are meticulously recorded on video, all conducted under the watchful guidance of a supervisor. Prospective teachers alternate roles, taking turns as both the instructor and the student. This approach has been widely adopted by numerous teacher education institutions (Arifin, 2016).

By paying attention to this understanding, it is clear that micro-teaching activities carried out on prospective teachers or education students are provisions for the future because, in these activities, many advantages and disadvantages can be taken when acting as a teacher or being a student. The results of the micro-teaching assessment of PPL students in general have entered the very good category, which is indicated by an average score of 84.7.

Based on the above discussion of the four aspects that are assessed for PPL students, it can be concluded that the personality aspects, learning aspects, lesson plan development aspects and micro-teaching aspects of PPL students are in the very good category based on the criteria determined in the PPL guidelines of FKIP Singaperbangsa University Karawang.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of data processing and discussion, it can be concluded that (1) Professional Training Program (PLP) is a mandatory thing for teacher training students to continue to be implemented, (2) the average value of each aspect of PLP assessment from personality aspects, learning aspects, aspects of developing lesson plans and aspects of carrying out micro-teaching is included in the very good category. Then, for recommendations from the results of this study, it is expected that in all universities that organize teaching and education, PLP activities must be an activity that all teaching and education students must carry out.

Suggestion

To researchers in the field of education related to the PLP program, it is hoped that there will be a more in-depth study of the aspects that have been studied so that they can become the foundation for creating professional prospective teachers.

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