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## **Analysis of Student Ability in Professional Training Program (PTP) on Personality, Learning, Micro Teaching, and RPP Development**

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### **Abstract**

**The purpose of this study was to analyze the ability of students in implementing PTP in schools. This research method uses descriptive qualitative through a survey approach to directly pay attention to or observe students carrying out PTP activities, while the instruments used are standard assessments of personality, learning, lesson plans development, and micro teaching. The subjects of this research are PTP participants in the schools that are used as PTP locations. The results of the assessment analysis conducted by the PTP tutors and assistant lecturers found that the level of personality, learning, RPP development and micro teaching aspects of PTP participants was included in the very good category.**

**Keywords: Ability Analysis, PTP, Personality, Learning, RPP Development, Micro Teaching**

### **INTRODUCTION**

Field introduction activities for teaching students are a learning by doing activity in the context of developing knowledge, forming skills, and strengthening student attitudes. Teaching practice or known as the Professional Training Program (PTP) is an effort to introduce students to schools/madrasahs before they become educators. Through practical teaching activities, students are expected to have the initial experience needed in building the identity of educators, strengthen competencies according to the field of study, develop learning tools and pedagogical skills in building educational expertise. For this reason, PTP is carried out gradually / in stages to implement learning outcomes in each semester.

The purpose of the PTP mentioned above is in accordance with the minimum qualifications of a teacher, as confirmed in Law no. 14 of 2005 concerning Teachers and Lecturers, which states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Thus, teaching practice activities are very important for teacher students as prospective teachers to be carried out properly, so that their professionalism is expected to be more mature in the future.

Professional teachers are teachers who have personal, social, pedagogic and professional competencies. This will not be achieved if a teacher has only one component, but the four criteria must exist in a teacher. Therefore, teaching practice will provide students with provisions to become professional teachers.

Professionalism and professionalism in a teacher are two sentences that cannot be separated in their implementation by a teacher. It is impossible to be professional without professionalism and vice versa. Thus, the arrival of the title of professional teacher or teacher professionalism to an educator requires efforts and efforts to improve academic and non-academic abilities.

The Faculty of Teacher Training and Education as a printer for prospective educators should be fully oriented to print students into professional educators by providing optimal educational services to accompany study programs, meaning that they cannot ignore educational science in facilitating students from semester one to semester one. eighth semester (4 academic years).

The Professional Training Program (PTP) or other designations used by each university seems to be very, very necessary and needs to be developed from planning to evaluation and follow-up so that what is expected from universities, partner schools, assistant lecturers PTP, PTP tutors in schools, and students are achieved well and will even become a supporting activity in the context of educating the nation's life so that the direction of professionalism is known by students before they plunge into becoming educators.

One of the assessment components in PTP is carrying out teaching practice through giving teaching assignments by the tutor teacher with the permission of the principal and then to find out the teaching skills of PTP students, a PTP Final Exam is held which involves the tutor teacher and assistant lecturer as examiners directly observing students in the classroom. or outside the classroom in carrying out the teaching and learning process.

Taking into account the description above, the purpose of the analysis of the implementation of student teaching practices is to examine the personality level of students, the level of learning carried out, the development of learning implementation plans and the level of micro teaching carried out by practitioners or PTP students through the assessment of indicators that have been determined from each assessment category.

## **METHOD**

The research approach uses qualitative survey methods to directly see and pay attention to PTP students in carrying out activities before, during and after learning. The instruments used are personality assessment sheets, learning, lesson plans development, and micro teaching set by the faculty. The subjects of this study were PTP students at SMP Negeri 1 Telukjambe Barat Karawang as many as 9 students from 4 study programs.

*Table 1. Research Subjects*

<b>No</b>	<b>Name</b>	<b>Study Program</b>
<b>1</b>	S-1	Bahasa
<b>2</b>	S-2	Bahasa
<b>3</b>	S-3	Sport
<b>4</b>	S-4	Sport
<b>5</b>	S-5	English
<b>6</b>	S-6	English
<b>7</b>	S-7	English
<b>8</b>	S-8	Mathematics
<b>9</b>	S-9	Mathematics

Furthermore, the PTP assessment was obtained from two assessors, namely the civil servant teacher and the examiner lecturer. The results of the study are processed by assigning values using the following criteria:

*Table 2. PTP Assessment Criteria*

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

## RESULTS AND DISCUSSIONS

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

*Table 3. Schedule of PTP Exams*

No.	Name	Exam Date	Time	Class
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 PTP exam assessment seen from the criteria for aspects of personality, learning, development of learning implementation plans and micro teaching can be considered below:

*Table 4. Results of PTP Exam Scores*

No	Subjek	Kepri Badian		Pembe lajarian		Pengembangan RPP		Micro Teaching		Rata-rata		Nilai Akhir
		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	<b>85,12</b>
2.	S-2	85,3	89,9	80,625	88,13	85,2	89,6	83,3	88,3	83,61	88,98	<b>86,29</b>
3.	S-3	85,1	88,8	81,25	85,75	85	88,4	82,6	78,2	83,49	85,29	<b>84,39</b>
4.	S-4	84,4	88,4	76,25	64,5	84,8	88,4	82,5	79,8	81,99	80,28	<b>81,13</b>
5.	S-5	85	89,3	81,25	87,13	85	87,2	84	88,6	83,81	88,06	<b>85,93</b>
6.	S-6	85,2	89,1	81,25	87	85,2	88	83,6	88,2	83,81	88,08	<b>85,94</b>
7.	S-7	84	89	79,75	87,13	85,4	87,6	82,9	88,2	83,01	87,98	<b>85,50</b>
8.	S-8	85,2	90,3	81,25	88,75	85	89,6	83,6	89,1	83,76	89,44	<b>86,60</b>
9.	S-9	85,1	90,2	82,75	88,75	85	89,8	84,9	89,2	84,44	89,49	<b>86,96</b>
<b>Total</b>		764,5	803	725,63	763,3	765,6	796,6	748,4	776	751,03	784,71	767,87
<b>Average</b>		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 = Civil Service Teacher

Based on the results of the pedagogic assessment of students in implementing PTP, it was found that the average score level for management in learning was 82.7, meaning that the score was included in the very good criteria. This is shown by PTP students when carrying out the learning process, there are seven aspects that are mastered by a teacher in their learning, namely:

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

Thus, for the competency aspect of learning management for PTP participants, it will be a very valuable input for them when one day they become a teacher. However, there are still things that have not been seen to be implemented well for the seven aspects that must be mastered by teachers in learning, namely aspects of developing the potential of students and the characteristics of students. Indeed, this aspect requires a long experience, because it is impossible for a prospective teacher to master this aspect in a short time.

The potential and characteristics of students are not the same as each other or in the science of human development it is called unique, therefore a process is needed in understanding the potential and characteristics of students and teachers must adapt to the circumstances of students. For aspects of learning theory, students in implementing PTP have been seen applying the principles of educating learning, then for aspects of curriculum development it has been seen from the innovations presented in the learning process. In fact, the way the PTP participants communicated in providing the material looked very good and the assessment had been carried out well.

Furthermore, personality competence is one of the indicators of a professional teacher. The personality that a teacher must have, among others.

1. Stable personality, acts according to social norms and 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 communities and shows openness in thinking and acting.
4. An authoritative personality includes behavior that has a positive effect on students and has respected behavior.
5. Having noble character includes acting in accordance with religious norms and having behavior that students imitate.

If we look at the results of the assessment for personality indicators for PTP students, it shows an average of 87.05, which means that the entire personality of PTP students is very good, this is also reinforced by the principal when discussing the personalities of PTP participants at the school showing very well by obeying the rules that have been outlined in the implementation of PTP, even all extracurricular activities such as camping at the beginning of the Introduction to the School Environment (MPLS) personality are very good at providing support by helping the implementation of the process of implementing education in schools well.

Furthermore, the main tasks and functions of the teacher will not be separated from understanding the curriculum which is then written in a learning planning program. A careful planning should be the hallmark of half success, this agrees with the Secretary of the Supreme Court who said that "success will be achieved when 50% of the planning is done," said Nurhadi enthusiastically. (Anwar, 2022)

In a learning process, preparing careful planning in carrying out main tasks and functions before carrying out learning in the classroom and outside the classroom is the teacher's obligation, this is shown based on the author's experience when he was a leader in junior high schools where teachers in making learning plans were still not optimal. However, for PTP students this is not true,

because in general they all make according to the applicable curriculum rules, and this is also indicated by a very good average score with a score of 86.8.

Paying attention to how good PTP students are in planning development, it is unfortunate that the paradigm is only patterned when they are students, whereas when they become educators, the paradigm or mindset changes to followers of their senior teachers in various ways, for example only photocopying existing plans. or download from the internet and so on.

Thus, the brief description above about learning planning, must be a lesson for related people, especially people who care about education to keep trying and trying to motivate prospective teachers (students) and teachers so that the wrong paradigm in preparing planning becomes a must as a start before implementing learning.

Planning development carried out by teachers cannot be copied and pasted from others, because the characteristics of students, teachers, and the environment are very different and cannot be the same, therefore innovation is needed in designing plans that are adapted to the situation and conditions in which the teacher is on duty. Sutirna said that teachers are required to have

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

Furthermore, how about micro teaching skills for a prospective teacher or education student, is it really necessary? The answer is definitely very necessary, because micro teaching is a skill training area for a prospective teacher. According to Dadang Sukirman said that micro teaching is a learning to train teachers' teaching skills (Dadang Sukirman, 2012)

Then according to Barnawi Arifin said micro teaching is a method used in teacher education and other teaching and learning environments. In micro teaching, a group of prospective teachers practice mastering basic teaching skills, practice teaching activities, and discuss to discuss the problems found. The teaching and learning process is recorded in a video with the supervision of the supervisor. Prospective teachers exchange roles, some become teachers, and some become students. This method has been used in many teacher education institutions. (Arifin, 2016)

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

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

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the results of data processing and discussion, it can be concluded that (1) the Professional Training Program (PTP) is a mandatory thing for teacher students to continue to be implemented, (2) the average value of each aspect of PTP assessment from personality aspects, learning aspects, aspects of RPP development and aspects of implementing micro teaching are included in the very good category. Then, for recommendations from the results of this study, it is hoped that all universities that organize teacher training and education, PTP activities must be an activity that must be carried out by all teacher and education students.

### **Suggestions**

To researchers in the field of education related to the PTP program, it is hoped that there will be a more in-depth study of the aspects that have been researched so that they can be the foundation for creating professional teacher candidates.

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