An Analysis of Students' Pedagogical Competence in the Professional Placement of *PGMI* in Indonesia

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Abstract: Pendidikan Guru Madrasah Ibtidaiyah (PGMI) in Indonesia, as a Study Program which produces many graduates as teachers at the primary school level, has a variety of patterns of professional placement in schools. These patterns certainly have some advantages and disadvantages.Therefore, this study aims to identify the patterns of the professional placement, and the pedagogical competencies possessed by the students. This research was conducted in the qualitative and quantitative method with survey approach. The data was obtained from students in the professional placement from PGMI UIN Jakarta, PGMI UIN Malang, PGMI UIN Yogyakarta and PGMI IAIN Salatiga. The implication of this research is the determination of policy in the professional placement for PGMI program at FITK UIN Jakarta. The expected contribution is to provide a description and model mapping that can be considered for UIN Jakarta to formulate the practice pattern of PGMI study program. The contribution of this research for students is to improve their pedagogic competence, and for PGMI study program is to get the right formula for assessment system and model of next professional placement. According to the general description of the result, the students during the professional placement in PGMI UIN Malang in 2017 consisted of 143 students distributed in 12 schools with the pedagogic competence; 34% of students got B + and 65% of students got A. In PGMI UIN Yogyakarta, 159 students were placed in14 schools with 66% of students got an A, 30% of students got an A-, 1.26% of students got B, 1.26% of students got B +, and 0.63% of students did not pass E. In PGMI IAIN Salatiga, 90% of 83 students got an A, and 8.3% of them got an A-value. Last, in PGMI FITK UIN Jakarta, from 71 students placed in12 schools, 84% of students got A's, 14.08% got B and 1.41% did not pass.The practical pattern found was to apply only simple practices and some complete practices. The implication of this research is that the policy of professional placement for the PGMI program at FITK UIN Jakarta is suggested to establish a broader and more complete pedagogical competence so that PGMI can produce more competent graduates.

1 INTRODUCTION

Since 2002,the Laboratory of FITK has implemented the Integrated Teacher Training Practice Program in order to improve the pedagogical competence, social, and research. Nevertheless, although it has been in line with the strategic plan of the higher education directorate, LPTK should also pay attention to the demand of KKNI which then underlies the design of curriculum based on KKNI itself. For example, the changing of curriculum that was originally KTSP and then became the 2013 curriculum. The changes require adjustment with the materials, teaching materials, media, learning strategies, and the assessment system. For SD / MI curriculum, KKNI has organized a thematic learning through scientific learning (questioning, observing, trying, reasoning and communicating) and assessed through an authentic assessment (cognitive, affective and psychomotor aspects).

With many PGMI study programs in Indonesia and the unavailability of Teacher Training standardization, previous researchers conducted more in-depth research on the implementation of Teacher Training in PGMI all over Indonesia. Expectedly, FITK is able to formulate the best pattern practice for the prospective teachers of PGMI UIN Jakarta in particular, and other PGMI in Indonesia in general.

This study is important due to the provisions of the Minister of Education and Culture of Indonesia number 87 of 2013 on *Program Pendidikan Profesi*

Guru Prajabatan (PPG) which suggest that Pre Teacher Professional Education Program, hereinafter referred to as PPG Program is an education program held to prepare graduates of Non-Education S1 / DIV who have the talent and interest to become teachers to master the full competence of teachers in accordance with national standards of education so as to obtain a certificate of professional educators on early childhood education, primary and secondary education. (Ministerial Regulation, 2013).

2 LITERATURE REVIEW

2.1 Pedagogical Competence

Teaching is a special job performed by teachers or lecturers. This work is tangible in a series of activities carried out by the teacher by doing the process of managing and organizing learning activities to foster and encourage students to carry out the learning process. (Nur Ali, 2017).The professional work of teaching is a job that requires a steady preparation through education and training, done based on science, art or improvisation, and specialized skills. It requires rules and regulations or a code of ethics to develop a career as a teacher. Eventually, it is expected that the teacher can carry out the main task for facilitating the interests of students. In order to be able to fulfill the responsibilities, a teacher must understand his position or job as a professional teacher by referring to his main duties and responsibilities (Nur Ali, 2017).

Armstrong in Sudjana (1988: 148) revealed that teachers' duties are classified into five types, (1) responsibility in teaching, (2) responsibility in providing guidance, (3) responsibility in developing curriculum, (4) responsibility in developing the profession and (5) responsibility in fostering good relations with people. According to Law No. 14 of 2005, it is mandatory for teachers to own some competencies in accordance with the recognition of teachers as a profession. Based on article 10 verse 1, teachers must have four competencies, including: pedagogical competence, personality competence, social competence and professional competence, obtained through professional education. (Nur Ali, 2017)

In terms of pedagogical competence, teachers must: (1) master the characteristics of students, from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, (2) master learning theory and educational learning principles, (3) develop a curriculum related to the subjects taught, (4) organize the educational learning, (5) utilize information and communication technology for the benefit of learning, (6) facilitate the development of potential students to actualize themselves, (7) communicate effectively, empathetically and politely with students, (8) organize an evaluation of the process and learning outcomes, (9) utilize the results of the assessment for the benefit of learning, and (10) conduct reflective actions to improve the quality of learning.

Based on the theory above, it can be concluded that being a professional teacher, as described in the Law on the teaching profession, must be equipped with pedagogical competence namely teaching competence, starting from recognizing students' psychology, mastering the material and having a variety of motivational learning methods for students' learning, optimizing the potential of learners, being able to use tools and learning media, building good communication with students until evaluating and reflecting to improve students' progress.

2.2 The Practice of Teaching

One of the main tasks of being a teacher is to teach. Teaching is a professional job that requires a special expertise through education and experience. Therefore, not everyone can be a good teacher. To carry out the duties and responsibilities professionally, a teacher must have teaching abilities and skills in theory and practice. Teaching ability is a combination of intellectual abilities, teaching skills, talent, and art. Teaching skills can be trained continuously through teaching training. An intellectual ability can be learned from educational theory, and teaching and learning theory. While talent and art in teaching can be developed through various teaching experiences (Ali, 2017).

In the implementation of teaching practice in schools / madrasahs, the prospective teachers have a double duty; as individuals who are learning to teach, and as individuals who at the same time make students learn to achieve the learning goals. Therefore, since the students need to achieve a set of learning objectives, an error made by the prospective teachers might harm the students. In this circumstance, the main goal of the prospective teacher for teaching and learning can be ignored.

To avoid this kind of shortcoming in teaching performance, prospective teachers need to continuously practice their teaching skills integrated with other components of learning through teaching

practice until prospective teachers are truly ready to become real teachers.

2.3 The Demands of Learning Achievements in PGMI Curriculum

In structuring the curriculum, including the professional placement, the education needs to pay attention to the Graduates' Learning Achievement that has been applied to the Islamic Education Teacher Training Program. The following is presented by CPL PGMI FITK UIN Syarif Hidayatullah Jakarta 2017 on the Special Skill Achievements.

Each graduate of Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program is expected to have special skills as a class teacher, writer, researcher, and consultant at the primary education level, such as: (1) applying science as a class teacher in the content of science, social studies, PKN, Indonesian Language and Mathematics lessons, (2) applying Islamic knowledge and Indonesian culture at the elementary level of education, (3) applying the pedagogy at the elementary level of education, (4) conducting research writing and design on elementary education, and (5) utilizing science and technology (IPTEK)in the consultation and development of innovative learning at the primary education level.

Based on the CPL above, the practice pattern of professional placement is to produce graduate profiles in accordance with the expected learning outcomes.

3 RESEARCH METHODOLOGY

The research method used in this study was a mixed method or a combination of quantitative and qualitative methods. This research was conducted to meet the research objectives and to get the expected recommendations.

The qualitative methodwas used in investigating the aspects of pattern in the professional placement in PGMI Study Programs throughout Indonesia which require the data such as the documents of implementation procedure guidance and assessment formats. The of datawas obtained by observing directly to the location of the research, interviewing some sources, identifying documents, collecting assessment formats and so on. The data was then described in the form of a descriptive description of

the flow or mechanism of professional placements that have been run.

Meanwhile, the quantitative method was used to obtain the results of analysis on students' pedagogical competencies during the professional placement at PGMI throughout Indonesia.

The samples in this study were PGMI students, administrators of the education laboratory as the unit or the implementing agency of professional placements in four selected universities according to their accreditation level and conformity with the IQF, namely UIN Malang, UIN Yogyakarta, IAIN Salatiga and UIN Jakarta.

4 FINDINGS AND DISCUSSION

4.1 The Professional Placement in All PGMI in Indonesia

4.1.1 The Pattern of Professional Placement at PGMI UIN Malang

The professional placement (PKL) is an intra-curricular activity considered as a course subject that must be taken by all prospective teachers at the Faculty of Tarbiyah and Teaching Sciences, the State University of Maulana Malik Ibrahim Malang to fulfill the requirements for the establishment of the profession. PKL is a process of combining various components of practical and theoretical knowledge with practical experience in the field. (Guideline PKl, 2013). PKL is a manifestation of Tri Dharma University which is accomplished by performing the teaching practice, classroom action research (PTK) and the management of school/madrasah(PKL Guidelines, 2013).

This program is a learning process Thus, this program is a learning activity which integrates various learning experiences in the campus and in the field. Therefore, the implementation of this program involves various parties, such as the campus manager, the school/madrasah and the community where PKL takes place (PKL Guidelines, 2013). The PKL program consists of 4 credits (SKS) for bachelor degree (s1). PKL is held in each semester (odd and even) for a minimum of 6 weeks, with 8 times teaching in the classroom, providing educational services in school/madrasah and carrying out PTK.Students who are allowed to take a part in PKL program are those who have taken and/or passed 110 SKSs which consist of basic competency, main competency, and supporting competency programs, etc. (Guidelines PKL, 2013).

4.1.2 The Pattern of Professional Placement at PGMI UIN Yogyakarta and UIN Sunan Kalijaga

As an Education Institution of Education Personnel (LPTK), Faculty of Education (FITK) has a mission and the task of preparing and producing teachers/educators who have pedagogical, professional, personal and social competencies. FITK provides a set of knowledge and skills for students in order to develop the teacher's competencies in learning process and/or other educational activities through educational practicum courses (Guide to Internship I, 2017).

An educational practicum which is now commonly known as an internship consists of Internship I, Internship II and Internship III. The internship program does not only cover teaching practice but also includes other tasks. Its implementation is categorized into different stages but overall is directed to one goal, the establishment of professional teachers (Lab Education, 2017).

Internship I is an educational practicum activity conducted in the process of observation to the school / madrasah where the internship is taking place. Each group will be accompanied by 1 (one) field supervisor/lecturer (DPL) who simultaneously communicates the internship program with the school / madrasah. (Guide to Internship I, 2017).

The second stage is Internship II. In this stage the prospective teachers are fully guided and supervised by a supervisor/lecturer from the start of teaching exercises to fully independent teaching (Guide to Magang II, 2017).

The third stage is Internship III. In this stage the prospective teachers learn from a number of practices such as the practice of learning in the classroom and in the school, including: administrative management in schools (the administration of the principal), administration of correspondence, student administration, learning administration, curriculum administration, library administration and admission administration for new students (Guide to Internship III, 2017).

4.1.3 The Pattern of Professional Placement at PGMI IAIN Salatiga

The professional placement (PPL) is an integral part of the course in IAIN Salatiga Tarbiyah Faculty and Teacher Training curriculum. Therefore every student in this faculty must take PPL. It consists of of 4 (four) SKS/credits. (Handbook on Field Experience Practices, 2017). PPL is an educational practice course in one semester that contains activities in teaching practice in schools, educational administration practices, school management practices, a practice of guidance and counseling services, curricular support activities, debriefing and report writing. The debriefing activity includes observations, teaching preparation, deepening teaching methods, and mastering the latest school curriculum (Guidebook, 2017).

PPL is a curricular activity that must be carried out by the students to apply the theoretical knowledge learned in the previous semesters in order to gain experience and skills in the implementation of education and teaching in schools. (Guidebook, 2017).This PPL is held from July to September 2017. The debriefing of PPL activities is held at the IAIN Salatiga campus in the activities of refreshing knowledge and skills. (Handbook on Field Experience Practices, 2017)

4.1.4 The Pattern of Professional Placement at PGMI UIN Jakarta

The professional placement (PPKT) is an academic activity carried out by students of FITK UIN Syarif Hidayatullah Jakarta to implement and develop their professional, pedagogical and social competencies. Those competenciesinclude teacher practice activities, research and management of education, practical students performances in aspects of knowledge, skills, teacher attitudes and behaviors experienced in madrasah / school.

PPKT is an intra-curricular activity which includes activities to teach teaching educational research and education management in madrasah / school. Thus, PPKT covers the Tri Dharma of Higher University. PPKT weighs 6 SKS/credits which are fully implemented in madrasahs/practical schools. It is an applicative and integrated intra-curricular course from all learning experiences into training programs to prepare students to have teacher skills and abilities, to experience the implementation educational administration activities, to conduct educational research, and to provide educational services.

PPKT must be followed by all FITK students who have fulfilled the requirements and must obtain a minimum graduation score of 70 or B. It runs for at least 5 (five) days in one week for one semester or 4 (four) months. With the details of the following activities:
1.   Observation / orientation (including program preparation): the first 2 weeks.

2. Teaching assistance activity and education management activities: 2 weeks.
3. Teaching activities, research, and educational activities: 10 weeks.
4. Teaching practice exam: the last 2 weeks.
5. The allocation of time is adjusted to the system that applies in madrasah/schools
6. During the implementation of PPKT, student participants are required to attend and actively participate in madrasah/school every working day.
7. For students who are writing a thesis, they get 1 day a week for consultation with the supervisor/lecturer at the campus accompanied by evidence in the form of an emergency letter from the FITK laboratory.
8. The number of attendance is as long as the PPKT activities or at least 16 times / (8 RPP) (adjusted to the schedule/madrasah / school conditions) with calculations as below:
9. Up to two hours of a lesson (Jam Pelajaran) for one meeting in one classroom is counted as one attendance.
10. The learning material taught in more than two hours of a lesson (JP) in one meeting iscalculated as follows:
    34 hours of lessons (JP) = 2 times attendance
    56 hours of lessons(JP) = 3 times attendance
    The teaching practice examistaken after the student has done 80% (of 16 times) teaching practice performances.
    Source: *Buku Guidelines Praktik Profesi Keguruan Terpadu* (PPKT), 2015

4.2 Analysis on the Assessment Format of Professional Placement in PGMI Indonesia

Basically, every professional placement has several types of assessment formats, at UIN Malang for example, there is a format for evaluating written teaching components, teaching ability components, assessment of personal aspects and assessment of social aspects. However, to answer this research question, the assessment format that will be analyzed is the teaching assessment format. This is done in relation to the analysis of pedagogical competencies of teacher students in the PGMI throughout Indonesia. The following are analyses of the format assessment of pedagogical competencies obtained from each groupthat performs educational practices:

4.2.1 Analysis of Assessment Format for Professional Placement at PGMI UIN Malang

In the pedagogical aspect assessment format, PGMI UIN Malang created an assessment form labeled "Teaching Ability Components" with a scale of 0-100. The aspects assessed are: ability to open lessons, ability to explain, ability to use learning methods, ability to use tools, media and learning resources, ability to respond to student questions, ability to master the contents of lesson material, ability to use time appropriately, ability to close lessons, and ability to assess achievement of learning outcomes

Based on the instrument described above, the researcher concluded that the assessment format established at UIN Malang had included learning preparation activities, core activities, and even evaluation. The advantage is that this pedagogical assessment format is quite simple to implement. However, the drawback is that this assessment format is not in accordance with the Curriculum 2013 where in the core activities, the teacher students should have practiced 5 M as the learning principle.

4.2.2 Analysis of Assessment Format for Professional Placement at PGMI UIN Yogyakarta

The assessment format for professional placement established by FITK UIN Sunan Kalijaga laboratory contains 3 components, they are:
1. Pre-learning, indicators / aspects to be assessed are: building student motivation, conductingapperception / pretest activities, and providing reference
2. The main learning activity, the mastery of learning material with indicators/aspects assessed, namely:demonstrate the mastery of learning material, link material with other relevant knowledge, deliver the material clearly and in accordance with the learning hierarchy, and link the material to the reality of life.
3. The learning approach with the following indicators:carry out learning in accordance with the competencies (objectives) to be achieved, carry out learning in harmony, manage the class, carry out a contextual learning, carry out learning that allows positive habits to grow, carry out learning in accordance with the planned time

allocation, and carry out learning in accordance with the planned time allocation

In the aspect of utilization of learning resources / learning media, the indicators assessed are: use media effectively and efficiently, produce interesting messages, and involve students in the use of media

In the main activities, the teacher students are also evaluated in the aspect of assessment process by observing the progress of learning during the process, the use of language (using spoken and written language clearly and correctly to convey meanings in the appropriate style). In addition, the teacher students are evaluated on the aspect of learning which triggers and maintains the students' involvement by showing an open attitude towards students' responses, fostering student cheerfulness and enthusiasm in learning and giving verbal or non-verbal reinforcement. Then, the teacher students are required to reflect or make a summary by involving students, making a final assessment in accordance with the competency (goals) and carrying out a follow-up by providing direction, or activities or tasks as a remedy/enrichment section.

Based on the components and indicators of the assessment above, the assessment format in PGMI UIN Sunan Kalijaga is quite complete. Starting from pre-learning, main learning, to closing. The scoring pattern is a 1-5 scale. In fact, the drawback is that it still uses the general learning curriculum that can actually be applied to the learning process in the KTSP curriculum. Meanwhile, the advantages of this assessment according to the researcher, besides its more detailed description, this format considers the psychological aspects of students which are indicated by the joy and enthusiasm of students in learning to measure the teacher students' success in teaching.

4.2.3 Analysis of Assessment Format for Professional Placement at PGMI IAIN Salatiga

IAIN Salatiga applies the assessment format of "pedagogical and professional competence" listed in the book of guidelines of professional placement. This assessment format uses 1-4 rating scale that is interpreted as follows: 1 = less, 2 = enough, 3 = good and 4 = very good. The aspects observed are:

1. Pre-teaching: checking the readiness of the classroom, tools and learning media, as well as examining students' readiness.
2. Opening lessons: apperception and conveying the competencies / learning objectives to be achieved.
3. Comprehendingthe materials: showing the mastery of learning material and linking learning material with other relevant materials.
4. The learning method: using learning methods in accordance with the competencies to be achieved, implementing harmonious learning, taking control of the class, fulfilling the contextual learning, implementing a learning that can stimulate students' positive habits and implementing a learning that is in line with the allocation of time.
5. The utilization of media and learning resources: showing skills in utilizing media and learning resources, using media/learning resources that are interesting and involve students in the use of media and learning resources.
6. Interaction in learning: creating an atmosphere in classroom that fosters students' active participation through teachers, media, and learning resources, creating positive interpersonal relationships, showing open attitude and responsiveness to students, and fostering students' cheerfulness and enthusiasm.
7. The use of language: using the spoken language well, clearly and fluently, using body language properly and correctly, delivering material with the right voice and intonation.
8. Assessment of learning: doing an assessment of the process during teaching and conducting a final assessment in accordance with the plans in the RPP.
9. Closing: doing a reflection and making a summary with students, and providing a follow-up (advice, motivation, assignments).

The advantage of this assessment format is that it is quite complete and easy to use. The aspect of body language can be either disadvantageous or advantageous. The disadvantage is that the aspect of body language will be a subjective assessment if the supervisor does not understand or have the same perception of 'body language'. On the other hand, it beneficial for the teacher students if students practice before the practice is equipped with aspects of body language as a support for effective communication with students.

4.2.4 Analysis of Assessment Format for Professional Placement at PGMI UIN Jakarta

The teaching assessment format at PGMI FITK UIN Syarif Hidayatullah Jakarta has inserted a scientific approach or an interpretation of the Curriculum 2013, as follows:
1. Implementing a learning that allows students to make observations
2. Implementing a learning that allows students to ask questions.
3. Implementing a learning that allows students to try
4. Implementing a learning that allows students to do a reasoning
5. Implementing a learning that allows students to communicate

4.3 Pedagogical Competence Analysis of Students in PGMI Indonesia

4.3.1 Pedagogical Competence Analysis of Teacher Students at PGMI UIN Malang

The number of teacher students at UIN Malang in 2017 was 143 placed in 12 schools. Based on the data obtained, in the aspect of the teacher students' pedagogical competence, 93 of them received an A and 49 teacher students received B +, and 1 teacher students received C. Thus, the majority of students got the highest score followed by a large number of teacher students with lower score.

Table 1. Pedagogical Competence of Teacher Students at PGMI UIN Malang
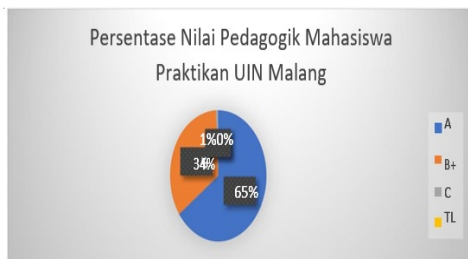
4.3.2 Pedagogical Competence Analysis of Teacher Students at PGMI UIN Yogyakarta

The number of teacher students at UIN Yogyakarta in 2017 was 159 placed in 14 schools. According to the data, 106 teacher students received an A, 48 teacher students received an A-, 2 teacher students got B, 2 got B + and 1 did not pass because of grade E.

Table 2. PedagogicalCompetence of Teacher Students at PGMI UIN Yogyakarta

4.3.3 Pedagogical Competence Analysis of Teacher Students at PGMI IAIN Salatiga

The number of teacher students at IAIN Salatiga in 2017 was 83. Based on the data, 75 teacher students received an A and 7 teacher students received an A-.

Table 3. Pedagogical Competence of Teacher Students at PGMI IAIN Salatiga

4.3.4 Pedagogical Competence of Teacher Students at PGMI UIN Jakarta

The number of teacher students at UIN Jakarta in 2017 was71 placed in 12 schools. According to the data, in the aspect of the teacher students' pedagogical competence, there were 60 students who received an A, and there were 10 students who received B and 1 student who did not pass.

Table 3. Pedagogical Competence of Teacher Students at PGMI UIN Jakarta
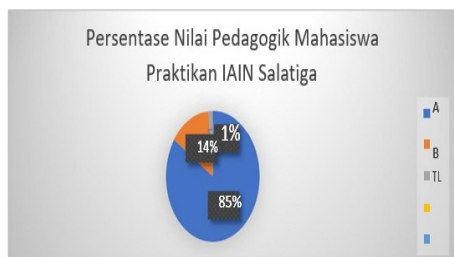
5 CONCLUSIONS

In connection with the new policy for LPTK and the Law on the application of PPG, the pattern of educational practices in UIN Syarif Hidayatullah Jakarta, which usually implements PPKT under FITK Lab co-operation, must also adjust the pattern of educational practices in line with the legal terms.Therefore, before determining the pattern of the educational practice, the researcher conducted this study to see the pattern of educational practices in PGMI throughout universities in Indonesia.This study concludes that:

1. The general description of the pedagogical competence of the teacher students in the PGMI UIN Malang in 2017 consisted of 143 teacher students placed in 12 schools. Based on the data obtained, in the aspect of the teacher students' pedagogical competence, there were 34% of students who received a B + score and 65% of students who received an A grade. That is, the majority of students got the highest score, but the lower score is quite large as well.

2. The general description of the pedagogical competence of the teacher students in the PGMI UIN Yogyakarta in 2017 consisted of 159 placed in 14 schools. Based on the data obtained, in the aspect of the teacher students' pedagogical competence, there were 66% of the students who received an A, 30% of students who received an A- score, 1.26% of students who got B, 1.26% got B +, and 0.63% who did not pass due to an E grade.

3. The general description of the pedagogicalcompetence of the teacher students inPGMI IAIN Salatiga in 2017 consisted of 83 teacher students. Based on the data obtained, in the aspect of the

pedagogical competence of the students, there are 90% of students who got A, and 8.3% of students who received score A-.

4. The general description of the pedagogical competence of the teacher students in 2017 at PGMI FITK UIN Jakartaconsisted of 71 teacher students placed in 12 schools. Based on the data obtained, in the aspect of the student's pedagogical competence, there are 84% of students who got an A, there are 14 student 08% got B and 1.41% did not pass the professional placement.

The implication of this research is that the policy of the professional placement implementation in PGMI at FITK UIN Jakarta is to be established in a broader and more complete pedagogical competence so that PGMI study programs can produce more competent graduates.

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