

# The Competence of the Internship 2 Student-teachers of Physical Education Program of FKIP Bengkulu University

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Abstract: This study aims to reveal the satisfaction level of users towards graduates of physical education study program of FKIP Bengkulu University. This research was conducted since the data gained from tracer studies are not enough to assess the level of satisfaction of users of physical education program graduates in the city of Bengkulu. This study uses a descriptive survey approach. The subjects of this study were physical education teachers in Bengkulu city. A questionnaire was used as a research instrument to measure the level of satisfaction of physical education teachers by looking at 4 competencies of the student-teachers who joined Internship 2 program. The results show that physical education teachers have a good level of satisfaction in general. The student-teachers' pedagogical competence falls into the category of good; their professional competence falls into the category of good; their social competence falls into the category of very good, and; their personal competence falls into the category of good. Based on the results of the study, it can be concluded that the users can receive physical education program graduates of the physical education study program of Faculty of Teacher Training and Education Science (FKIP) Bengkulu University with a good satisfaction level.

## 1 INTRODUCTION

The teacher competence as an indicator of professional teachers is a necessity at this time. Professional teachers are teachers who have pedagogical, professional, personal, and social competencies (Undang-Undang No. 14, 2005). The Physical Education Study Program of FKIP University of Bengkulu as one of the providers of physical education teacher candidates in Bengkulu province has the task of forming physical education teacher candidates who have the 4 competence characteristics mandated by law.

The physical education study program of FKIP University of Bengkulu already has a lecture program that is in line with KKKNI. Unfortunately, the level of satisfaction from the users is still unknown. Based on this reason, it is necessary to conduct empirical studies. Teacher competencies are needed in improving the learning process so that the learning outcomes can be optimal. Teacher's competence can be known through empirical studies. The following is the result of research about competencies of elementary school physical teachers done by Pujiyanto et al., (2014).

Table 1: Competencies of elementary school physical teachers in Bengkulu.

Category	Percentage (%)
Very Good	27,27
Good	31,83
Medium	31,81
Less	6,82
Very Little	2,27
Total	100

Based on Table 1, it can be concluded that there are teachers who still have very low competence, which is 2.27% of the population. This is a serious challenge for the physical education study program of FKIP Bengkulu University. The low competency of elementary school physical teachers is no surprise since they have no linear educational background in physical education.

Competence of good teachers will bring a positive influence on the teaching and learning process in the classroom (Werdayanti and Rear, 2008). The results of this study imply that a professional teacher who has a good category in the 4 teacher's competencies can provide a good influence in increasing student learning motivation,

so that the learning process becomes conducive thus producing satisfying learning outcomes. Professional teachers have the ability to implement those 4 competencies in the learning process.

Professional teachers are not necessarily able to master those 4 competencies instantly. Starting from being a student, a teacher has been educated to master these 4 competencies, both in the classroom and when they carry out teaching practices in schools which is called as 'internship'.

Internships are mandatory courses for student-teachers. This course provides experience on how to teach in real situations and how to socialize in a school education institution. Empirically, assessments that measure the level of satisfaction of prospective users of graduates of physical education program in Bengkulu have not been conducted before. Assessment of the competence of student-teachers is based on the point of view of physical education teachers in state schools in Bengkulu.

An assessment of a physical education teacher would be more appropriate, because a physical education teacher has the characteristics and understanding of the concept of teacher competence on physical education. Therefore, based on this reason, an empirical study is needed to measure the level of satisfaction of physical education teachers who hold a teacher certificate in Bengkulu towards the graduates of the physical education study program at FKIP Bengkulu University.

## 2 RESEARCH METHOD

This type of research is qualitative descriptive research. Qualitative descriptive research actually describes a phenomenon that exists in nature (Maksum, 2012). The subjects in this study were 35 physical education teachers teaching at the state secondary schools who hold teacher certificates. The object of the research is the competence of the student-teachers who joined internship 2.

The data obtained in this study are from the questionnaire. The questionnaire contained questions relating to 4 components of competence, namely pedagogical, professional, personal, and social. Assessment of items uses the Likert scale (Kathleen, 2012). The data analysis technique used is the analysis of the frequency of answers from respondents. There are 40 question items with each competency covered in 10 questions. The distribution of the questions are as follows:

Table 2: Questionnaire item distribution.

Competence	Question Item
Pedagogical	1,5, 9,13,17,21, 25,29,33,37
Professional	2,6, 10, 14,18,22,26,30,34,38
Personal	3,7, 11,15,19,23,27,31,35,39
Social	4,8, 12,16,20,24,28,32,36,40

Based on Table 2, there are 40 questions used to obtain the data about the competence of the internship student-teachers. After the data were obtained the total score was then categorized as follows:

Table 3: The categories of competence of internship 2 student-teachers.

Interval Class	Category
$1,5SDI > X$	Very Good
$Mi+0,5SDI < X \leq Mi+1,5SDI$	Good
$Mi-0,5SDI < X \leq Mi+0,5SDI$	Medium
$Mi-1,5SDI < X \leq Mi-0,5SDI$	Less
$X \leq Mi-1,5SDI$	Very Little

(Sudjana, 2001)

## 3 RESULTS AND DISCUSSION

### 3.1 Results

The data were obtained after the questionnaire was analyzed by looking at the frequency of the answers from the questionnaire distributed. The following is an overview of the data obtained:

Table 4: The description of the pedagogical competence data of the student-teachers

Description	Pedagogical Competence
Total	1412
Max	46
Min	30
Mean	40,34

Table 4 illustrates that pedagogical competence has the highest score of 46 and the lowest score of 30 with an average score of 40.34. Next, the following is the description of the professional competence data:

Table 5: The description of the professional competence data of the student-teachers.

Description	Professional Competence
Total	1408
Max	45
Min	33
Mean	40,22

Table 5 illustrates the professional competence of internship 2 student-teachers with the highest score of 45, the lowest score of 33, and the average score of 40.22. Next, the following is an illustration of the personal competence of the internship 2 student-teachers:

Table 6: The description of the personal competence data of the student-teachers.

Description	Personal Competence
Total	1399
Max	44
Min	33
Mean	39,97

Table 6 explains the personal competence of the internship 2 student-teachers with the highest score of 44 and the lowest score of 33 and the average score of 39.97. Finally, the following is the social competence of the internship 2 student-teachers:

Table 7: The description of the social competence of the student-teachers.

Description	Social Competence
Total	1651
Max	49
Min	39
Mean	47,17

Table 7 explains the condition of the social competence of the internship 2 student-teachers with the highest score of 49 and the lowest score of 39 with an average score of 47.17. Based on the results of the research, it can be concluded that the social competence of the internship 2 student-teachers has the highest average score, that is 47.17. The personal competence, on the other hand, has the lowest average score, that is 39.97. The following is the description of the overall research data:

Table 8: Description of the research results data.

Desc.	Pedagogical	Professional	Personal	Social
Total	1412	1408	1399	1651
Max	46	45	44	49
Min	30	33	33	39
Mean	40,34	40,22	39,97	47,17

Based on Table 8, it can be seen that the pedagogical competence has the average score of 40.34, the professional competence has the average score of 40.22, the personal competence has the average score of 39.97, and the social competence has the average score of 47.17. This information can be illustrated in the following bar chart:

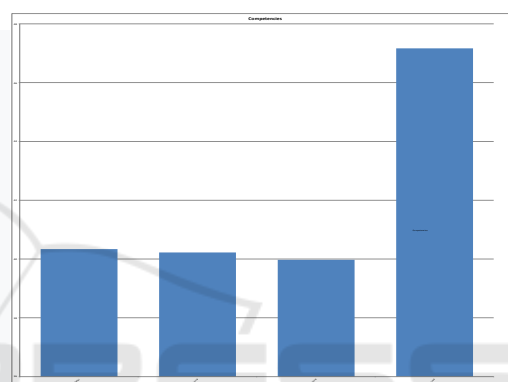


Figure 1: The competence of the student-teachers.

Figure 1 explains the level of the competence of the student-teachers of physical education study program of FKIP Bengkulu University who joined Internship 2. The student-teachers' social competence has the highest average score and their pedagogical competence is ranked second, whereas their professional competence is ranked third and their personal competence is ranked fourth. The categorization of their competence is presented below.

Table 9: The competence categories of the Internship 2 student-teachers

Competencies	Mean	Category
Pedagogical	40,34	Good
Professional	40,22	Good
Personal	39,97	Good
Social	47,17	Very Good

Based on Table 8, there are 3 competencies which fall into the good category, namely pedagogical, professional and personal competence. Student-teachers' social competence, on the other hand, falls into the very good category.

### 3.2 Discussion

Teacher competence is a requirement that must be owned by a teacher or an educator. Teacher competence education must be started to be taught to the prospective teacher in the college and in the teacher training programs so that they will have an adequate capability to carry out the teaching and learning process effectively and efficiently. This study reveals the level of satisfaction of high school physical education teachers who already held teacher certificate towards the internship teaching programs done by the student-teachers. The competencies examined in this study were pedagogical competence, professional competence, personal competence, and social competence.

Based on the results of research, it turns out that the social competence of the student-teachers has the highest average score, which falls into the excellent category. The high social competence of the Internship 2 student-teachers seems to be influenced by their good abilities in socializing with the school environment. Moreover, in the lecture process, the student-teachers are required to be able to interact with the surrounding community, both through sports tournament activities and social service activities. The effect of community activities to strengthen social competence is supported by the results of research done by Ashsiddiqi which states that social competence can be improved through community activities (Ashsiddiqi, 2012).

Student-teachers' pedagogical competence in this study falls into the category of good. Generally speaking, pedagogical competence is the ability to educate students or manage the learning process. In the lecture process, the student-teachers are given the task to lead the class as a basis of managing learning activities. From this learning experience, they have experience in classroom management, and to improve pedagogical competence, an internship or a professional training program (PLP) is needed (Suherman, 2014).

Student-teachers' professional competence falls into the good category. In general, to improve his or her professional competence, a teacher must have a linear educational basis which is included in the graduate program (Teachers, Competence, Within, and Program, 2014). The results of this previous study are in accordance with the results of this research, that the Internship 2 student-teachers have joined teacher training program for 6 semesters so that they already have good professional competence.

Good personal competence means that a teacher must become a role model for his or her students (Ma'arif, 2017). In line with the results of previous studies, this study finds that the personal competence of the Internship 2 student-teachers are in the good category, regardless the fact that in general, they have the lowest average scores. Their personalities are generally good, but in some cases, there were several things which could not be set as examples for the students in the schools.

Based on the results of this study, in general, the competence of the Internship 2 student-teachers at the physical education program falls into the good category. Good teacher competence can help students develop their potential. Good teacher competence is also able to solve all the problems that are owned by students (Polat and Arif, 2012).

## 4 CONCLUSION

Based on the results of the research, it can be concluded that: (1) the social competence of Internship 2 student-teachers of physical education program falls into the category of good, (2) their pedagogical competence falls into the good category, (3) their professional competence falls into the category of good, and (4) their personal competence falls into the good category. In general, the lecture process in the physical education study program of FKIP Bengkulu University has provided a good level of satisfaction for users of graduates.

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