



Pedagogic Competencies of PPL Teachers In Madura: An Analysis of Tutors and Students' Perceptions

Abd. Mukhid

Institut Agama Islam Negeri Madura, Indonesia

mukhid.mjk@gmail.com

Abstract

Keywords:
Pedagogic
Competencies;
PPL Teachers;
Perceptions,
Tutors,
Students.

The purpose of this research was to find out two things; how (a) the perception of tutor teachers; and (b) students' perceptions of the pedagogic competence of PPL teachers in schools. The research uses a descriptive quantitative approach. The research subjects consist of 15 tutors and 237 students, 24 PPL teachers, and 4 schools/*madrasahs*, following the provisions of the 10% random sampling technique by Arikunto. The results showed that (a) the PPL teachers' pedagogic competencies based on the perception of the tutors was classified as good. It is proven by 73% score of the respondents' answers (H_0 is rejected) (b) PPL teachers' pedagogic competencies based on students' perceptions are quite adequate. It is proven by the 69.83% score of the respondents' answers. (H_0 is rejected). Based on the research findings, it is expected that (a) tutors can provide more optimal guidance to internship students regarding lesson plans, discipline, code of conducts, etc; (b) students are expected to pay more attention to and optimize their potential when participating in learning with PPL teachers, (c) internship students as PPL teachers are expected to be better in mastering the characteristics of students, learning theories, preparing lesson plans, conducting educational learning, developing students' potentials, communicating effectively and politely, implementing and taking advantage of evaluation, and reflective.

Abstrak:

Kata Kunci:
Kompetensi
Pedagogik; Guru
PPL; Persepsi, Guru
Pamong, Peserta
Didik

Tujuan penelitian ini adalah untuk mengetahui dua hal yaitu bagaimana (a) persepsi guru pamong dan (b) peserta didik terhadap kompetensi pedagogik guru PPL di sekolah. Penelitian ini menggunakan pendekatan kuantitatif jenis deskriptif. Subyek penelitian terdiri 15 guru pamong dan 237 peserta didik, 24 guru PPL, dan 4 sekolah/madrasah, dengan mengikuti ketentuan teknik random sampling 10 % dari Arikunto. Hasil penelitian menunjukkan bahwa (a) kompetensi pedagogik Guru PPL berdasar persepsi guru pamong tergolong baik. Hal ini dibuktikan dengan nilai 73% dari jawaban responden (H_0 ditolak) (b) kompetensi pedagogik Guru PPL berdasarkan persepsi peserta didik tergolong cukup. Hal ini dibuktikan dengan nilai 69,83% dari jawaban responden. (H_0 ditolak). Berdasarkan temuan penelitian tersebut, diharapkan (a) para guru pamong dapat memberikan bimbingan lebih optimal lagi kepada mahasiswa praktikan tentang RPP, kedisiplinan, tata tertib, dan lain-lain; (b) peserta didik diharapkan dapat lebih memperhatikan dan mengoptimalkan potensi dirinya ketika mengikuti pembelajaran dengan guru PPL, (c) mahasiswa praktikan selaku guru PPL

diharapkan agar lebih menguasai karakteristik peserta didik, teori-teori belajar, lebih siap dalam menyiapkan RPP, lebih mampu dalam melaksanakan pembelajaran yang mendidik, lebih mampu mengembangkan potensi peserta didik, lebih mampu berkomunikasi secara efektif dan santun, lebih mampu melaksanakan dan memanfaatkan evaluasi, dan reflektif.

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1. Introduction

PPL is an obligatory program for university students in the context of building profesional competencies through practical program in an authentic context in schools under the guidance of supervising lecturers and tutors¹. Therefore, PPL must be carried out by students as well as at Tarbiyah Faculty of IAIN Madura. PPL is aimed to foster various professional competencies required by teachers job or other education personel.

In order to build those various competencies, Shulman, in Ball, et al.², explained that teacher must have "Pedagogical Content Knowledge", which is a combination of in-depth knowledge of the material and knowledge of appropriate teaching methods. Furthermore, Shulman explained that the pedagogical knowledge is a type of knowledge that is unique to teachers, is based on the ways in which teachers can teach what will be taught.³

In this regard, teachers must have professional competencies as educator which include pedagogic, personality, professionalism, and social competencies, which are built through Field Experience Practice (PPL).⁴ Based on this, it is very possible for practical students as PPL teachers to experience errors due to skills that have not been trained. Thus, the success of PPL teachers is mainly determined by the various competencies they have.

In order to form and master these competencies, PPL teachers are guided by tutors. Job description of tutors are 1) explaining PPL teachers about: curriculum, yearly and semester program, and strategies/models/learning methods used as well as syllabus and lesson plans or themes or RKH and other tasks that are their responsibility, 2) making schedules of practical training for PPL teachers at least 9 times and 1 exam, 3) guiding, supervising and giving advice to PPL teachers, 4) guiding and checking the Lesson Plans (RPP) or Themes or Daily Work Plans (RKH) made by PPL teachers, 5) making schedule for exams for PPL teachers, 6) testing the teaching practices of PPL teachers, PM 2; and 7) giving score to PPL teachers.⁵

In addition to being guided by tutors, PPL teachers are also guided by field supervisor lecturers (DPL) and monitored by supervisors. Furthermore, PPL

¹ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar Offset, 2013), 284.

² D.L. Ball, M.H. Thames, dan Phelps. G. *Content Knowledge for Teaching: What Makes It Special?* Diperoleh dari: <http://conferences.illinoisstate.edu/nsa/papers/thamesphelps.pdf>, diakses 2 September 2018.

³ L. S. Shulman, Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15, 1986: 4-14.

⁴ Departemen Pendidikan Nasional. *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen*, (Jakarta: Depdiknas, 2005).

⁵ Abd. Mukhid, dkk. *Buku Pedoman Pratikum Jurusan Tarbiyah IAIN Madura*, (Pamekasan: IAIN Madura Press, 2018), 17-18.

teachers receive a briefing from the Tarbiyah Laboratory and from DPL. PPL teachers also receive a briefing from the principal of schools/*madrasahs* and the vice principle of the curriculum. Further, from the results of the PPL teachers interview with the Tarbiyah Laboratory provides signs to PPL teachers as rights, obligations and sanctions for PPL teachers in the hope that the PPL implementation carried out by PPL teachers will show maximum results.

Even though PPL teachers have been guided by tutors and DPL and got monitored by the supervisors, the reality on the field still shows things that are not expected.

Several phenomena were found in the field. Based on the observations of the researcher at schools, it shows that there are still PPL teachers who have not been able to demonstrate their performance as PPL teachers professionally. There are still PPL teachers who do not come on time, teach without any preparation, use conventional learning media, do not master the subject, and show that PPL teachers is not having good at performance⁶. Furthermore, based on the results of researcher's interviews with Field Supervising Lecturer (DPL), it turns out that there are still practical students who do not follow the rules applied at schools⁷. Another DPL informed that there are PPL teachers who rarely come to school⁸.

Based on the background above, it is important to know the description of PPL teachers through the information given by the school/*islamic school (madrasah)*, in this case the tutors, who are appointed by the school principal to guide PPL teachers who are placed in the school/*madrasahs* by Tarbiyah Faculty Laboratory. In addition, school students are directly involved in teaching and learning activities with PPL, so that students know the condition of PPL teachers when practicing at schools/*madrasah*. Tutors and students' perceptions towards PPL teachers is certainly important in order to obtain the correct information. This research is limited to the pedagogic competencies of PPL teachers. Therefore, this research is aimed to discover the level and the presence of PPL teachers' pedagogic competencies through the perceptions of tutors and students in schools/*madrasahs*.

There are several previous studies that are relatively similar to this research. *The first* article is entitled Competence of PPL Students of Biology Education Study Program, Faculty of Tarbiyah IAIN Ar-Raniry in Teaching Biology (A Case Study at MAN Banda Aceh City) written by Mahdi, Isa, and Mulyati⁹. This article focuses on studying the competence of PPL students. However, there are some differences in the qualitative approach, the research subject is only one study program with three students. And the data collection technique uses observation, interviews and documentation. Meanwhile, the writer's research uses a quantitative approach, involving 15 tutors and 237 students, and the method of collecting data is using a questionnaire. The similarity between this article and the writer's article is that they both want to discover the competencies of PPL students, especially pedagogic competencies.

⁶ Observasi di SMP Islam Nurul Jadid Pamekasan tanggal 12 September 2018.

⁷ Interview dengan Bapak Syiful Rijal, DPL di SMP Negeri 1 Pamekasan, tanggal 10 September, 2018.

⁸ Wawancara dengan Bapak R. Taufiqurrahman, M.Pd.I, Supervisor di SMP Negeri 8 Pamekasan, tanggal 6 September 2018.

⁹ Nursalmi Mahdi, Qudwatin Nisak M. Isa, dan Dewi Mulyati, Kompetensi mahasiswa PPL Prodi Pendidikan Biologi Fakultas Tarbiyah IAIN Ar-Raniry Dalam Pengajaran Biologi (Studi Kasus Pada MAN Kota Banda Aceh). *Jurnal Biotik*. Vol. 1, no. 1. Ed. April, 2013. 6-11.

The second research article is entitled A Study on The Implementation of Field Experience Practice (PPL) for Students of the Tarbiyah and Teacher Training Faculty of IAIN Wali Songo Semarang written by Achmad Hasmi Hashona¹⁰. In general, this research is aimed to discover the implementation of effective PPL students. The striking difference between this research and the researcher's is that this article is aimed to discover about the effective implementation of PPL, it can be seen from the perception of PPL students, the issues to the implementation of PPL, and the policy of effective PPL implementation. The research involves 8 study programs: PAI, PBA, KI, MIPA (Mathematics Education, Biology Education, Chemistry Education, Physics Education, and English Education) study programs. The research approach used, the number of research subjects and the method of data collection were not explained. Besides, this research wanted to discover the competencies of PPL students, using a quantitative approach, involving 15 tutors and 237 students, and how to collect data using a questionnaire.

The third research article is entitled Professional Competencies and Students Pedagogy in The Implementation of Field Experience Programs written by Hadiprayitno, et al.¹¹ This paper generally aims to find out the competencies of PPL students. The difference between this research and the researcher's is that this research analyzes from the professional and pedagogical aspects. The subjects studied were 16 students in 7 schools (SMP/SMA), collecting data through observation and questionnaires. Quantitative and qualitative data analysis. While the researcher's paper was specifically for pedagogical aspects analyzed quantitatively, in which the data subjects were spread across 60 schools/madrasahs (starting from the RA level to the SMA/MA/SMK level).

There are two research problems that become the focus of the study; they are what is the perception of tutors on the pedagogic competencies of PPL teachers in Madura in 2019 and How are students' perceptions of the pedagogic competencies of PPL teachers in Madura in 2019.

2. Methods

This research uses a descriptive quantitative approach since the data taken use numbers; starting from data collection, interpretation of the data and the appearance of the results¹². This research can be classified into quantitative research because the data collected in the form of numbers. As explained by Sugiyono, quantitative research methods are called positivistic methods because they are based on the philosophy of positivism. This method is a scientific method because it has met scientific principles, which are concrete/empirical, objective, measurable, rational and systematic. This method is called the quantitative method because the research data is in the form of numbers and the analysis uses statistics.¹³ Furthermore, Sugiyono explained that quantitative

¹⁰ Achmad Hasmi Hashona, Kajian Pelaksanaan Praktik Pengalaman Lapangan (PPL) Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Wali Songo Semarang, *Jurnal Cendekia*, Vol 12, No. 2, Juli – Desember, 2014. 333-351.

¹¹ Gito Hadiprayitno, dkk. Kompetensi Profesional dan Pedagogi Mahasiswa dalam Pelaksanaan Program Pengalaman Lapangan. *Cakrawala Pendidikan*, Juni, Th. XXXV, 2016. No. 2.

¹² Rosady Ruslan, *Metode Penelitian PR dan Komunikasi* (Jakarta: RadjaGrafindo Persada, 2003), 81.

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), 7.

research is used to examine certain populations or samples, data collection uses research instruments, the data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses.¹⁴

The types of research that we are often familiar with are descriptive-quantitative, qualitative, experimental, quasi-experimental, correlational, criteria groups, and meta-analyses.¹⁵ Furthermore, Punaji explained that descriptive research is a research that aims to describe a situation, event, object, whether person, or everything related to variables that can be explained either by numbers or words. In descriptive research, researchers use a strategy quantitative (e.g. questionnaire and observation techniques) to collect data (e.g. in the form of scores) or information about the characteristics of people, groups of people, programs, or something related to education.¹⁶ Based on the description of the research types above, this research is classified into the type of quantitative descriptive research. Quantitative descriptive research is a research that provides a more detailed description of a symptom based on existing data, presents data, analysis, and interprets.¹⁷

To obtain the data needed in this study, the methods and data collection techniques used is a questionnaire. Questionnaire is a data collection technique that is conducted by giving a set of questions or written statements to respondents to answer.¹⁸ The questionnaire technique used is a closed-questionnaire, which is a statement or question given to the respondent to be answered whose answer choices have been provided by the researcher with five choices, they are: SS = Strongly Agree, S = Agree, R = Hesitant, TS = Disagree, and STS = Strongly Disagree.

Firstly, the questionnaire as an instrument, before being given to research respondents, is conducted an instrument test outside the research sample by testing the validity (using the product moment correlation technique) and reliability (using the Alpha-Cronbach formula). The test uses the SPSS program, and the test criteria stated that if Alpha-Cronbach's score is greater than 0.6, then the questionnaire items are reliable. The questionnaire grid about the perceptions of tutors and students on the pedagogic competencies of PPL teachers in Madura was developed through dimensions, indicators and statement items in total of 20 items.

The source of data in this research is the primary data source, which is obtained directly from the research subject by using measurement tools or data collection tools directly on the subject as a source of information needed.¹⁹ The primary data source here was obtained through the provision of questionnaires to the tutors and students regarding the pedagogic competencies of PPL teachers in Madura. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded.²⁰ The population in this study were 150 tutors and 2371 students spread over four schools/*madrassahs*. In addition, sample is a part

¹⁴ -----, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), 8.

¹⁵ Punaji Setyosari, *Metode Penelitian Pendidikan* (Jakarta: Kencana Prenada Media Group, 2010), 33.

¹⁶ Punaji Setyosari, *Metode Penelitian Pendidikan...*,33-34.

¹⁷ Narbuko dan Ahmadi, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara, 2003).

¹⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2010), 56.

¹⁹ Saifuddin Azwar, *Metode Penelitian*, Cet. VIII (Yogyakarta: Pustaka Pelajar, 2007), 91.

²⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D...*, 80.

or representative of the population to be studied. This sampling collection uses a "random sampling" technique.

According to Arikunto,²¹ the researcher took 10%, so the research sample for tutor is $10\% \times 150 = 15$ people. Meanwhile, for students, it is $10\% \times 2371 = 237.1$ (rounded up to 237). The data analysis technique used in this study is percentage descriptive analysis (DP), which describing and giving the percentage of data from each component studied to determine the percentage of each factor based on the score of respondents' answers with the following formula:²²

$$DP = n \text{ divided by } N \text{ times } 100\%$$

Description:

DP = descriptive percentage (%)

N = the number of ideal answer score

n = the number of scores obtained by respondents

To determine the descriptive category of the percentage (DP) obtained, firstly a category is made for the dimensions of the tutors' perceptions, students' perceptions, and PPL teachers, which are: the interval between: 85% - 100% Very Good criteria; 69% - 84% Good criteria; 53% - 68% Sufficient criteria; 37% - 52% Not Good criteria; 20% - 36% Not Very Good criteria. Descriptive statistics are used with the help of computer software and through the interpretation and distribution of group data which includes the number of subjects (n) in the group, the mean scale score (Mi) or (μ), the standard deviation of the scale scores or standard deviation (SD) or (σ), minimum score (Xmin), maximum score (Xmax), and distribution and normality of data.

3. Result and Discussion

The tutors involved in the research on PPL 2 or PM 2 program activities in the odd semester of 2019 are 15 people. The numbers were obtained from 10% of the total 150 tutors. The tutor here is the person who guides the PPL PAI (Islamic Education) teachers, English PPL teachers, Arabic PPL teachers, Social Science PPL teachers (Social Sciences, Indonesian PPL teachers, PPL class teachers).

3.1 Result

The students in this research are students who were taught by PPL teachers while PPL teachers were at school. The students involved in this research on PPL 2 or PM 2 program activities in the odd semester of 2019 are 237 students. The numbers were obtained from 10% of the total 2371 students.

The PPL teachers here are students who joined PPL 2 or PM 2 program in the odd semester of 2019, 240 people in total and spread over 20 schools. From those numbers, 10% was taken so that the sample consisted of 24 people, in which each school consisted of 6 PPL teachers. Meanwhile, from 20 random schools, SMAN 5 Pamekasan, MI Nurul Hikmah Kolpoh Kec. Proppo, SMPN 8 Pamekasan and SMP Sabilillah Sampang were chosen.

²¹ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), 112.

²² Muhammad Ali, *Metodologi Penelitian Pendidikan* (Bandung: Angkasa, 1994), 186.

Based on the distribution of the questionnaire to tutors and students and after the calculations were carried out, the results of the descriptive calculation of the percentages obtained were consulted with the categories of tutors and students' perceptions below:

1. 85% - 100%	= stated Very Good
2. 69% - 84%	= stated Good
3. 53% - 68%	= stated Sufficient
4. 37% - 52%	= stated Not Good
5. 20% - 36%	= dinyatakan Not Very Good

therefore, data were obtained/found as in the following table.

Table 1. Tutors and Students' Perceptions towards Pedagogic Competencies of PPL Teachers

Dimension	Scorer	Number of Items	Ideal Score	Achievement Score	%	Description
Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects	Tutors	1	75	53	70.67	Good
	Students	1	1185	794	67.00	Sufficient
Mastering learning theories and educational learning principles	Tutors	3	225	168	74.67	Good
	Students	3	3555	2618	73.64	Good
Developing curriculum and lesson plans	Tutors	1	75	52	69.33	Good
	Students	1	1185	808	68.19	Sufficient
Conducting educational learning	Tutors	4	300	245	81.67	Good
	Students	4	4740	3533	74.54	Good
Facilitating the development of the students potential	Tutors	2	150	106	70.67	Good
	Students	2	2370	1667	70.34	Good
Communicating effectively, empathically, and politely to students	Tutors	3	225	163	72.44	Good
	Students	3	3555	2638	74.21	Good

a. Mastering the Characteristics of Students from Physical, Moral, Social, Cultural, Emotional, and Intellectual Aspects

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutors' perception of 75 and 53. After being calculated using percentage descriptive formula, it is obtained score of 70.67 %. Based on these calculations, the pedagogic competency of PPL teachers in aspects of mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects based on the perception of tutors are in the good category.

While the ideal score and the achievement scores of students in each are 1185 and 794. After calculating using the percentage descriptive formula, it is obtained score of 67%. Based on these calculations, the pedagogic competence of PPL teachers in aspects of mastering the characteristics of students from the

physical, moral, social, cultural, emotional, and intellectual aspects based on the perception of students are in sufficient category.

b. Mastering Learning Theories and Educational Learning Principles

Based on Table 1 above, the ideal score and the achievement score of the teachers' perception are 225 and 168. After being calculated using percentage descriptive formula, it is obtained score of 74.67 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of mastering learning theories and educational learning principles based on the perception of tutors are in the good category.

While the ideal score and the achievement scores of students in each are 3555 and 2618. After being calculated using the percentage descriptive formula, it is obtained score of 73.64 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of mastering learning theories and educational learning principles based on the perceptions of students are in the good categories.

c. Developing Curriculum and Lesson Plans

Based on Table 1 above, it is obtained an ideal score and achievement score of the tutors perceptions in each of 75 and 52. After being calculated using descriptive formula percentage, it is obtained score of 69.33 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of developing the curriculum and lesson plans based on the perception of tutors are in the good category.

While the ideal score and the achievement score of students in each are 1185 and 808. After being calculated using the descriptive formula percentage, it is obtained score of 68.19 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of developing the curriculum and lesson plans based on the perceptions of students are in sufficient category.

d. Conducting Educational Learning

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perception of 300 and 245. After being calculated using percentage descriptive formula, it is obtained score of 70.67 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of conducting educational learning based on the perceptions of tutors are in the good category.

While the ideal score and the achievement score of students in each are 4740 and 3533. After being calculated using the percentage descriptive formula, it is obtained score of 74.54 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of conducting educational learning are in the good category.

e. Facilitating The Development of Students' Potential

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perceptions of 150 and 106. After being calculated using the percentage descriptive formula, it is obtained score of 81.67 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of facilitating the development of students' potential based on the perceptions of tutors are in the good category.

While the ideal score and the achievement score of students in each are 2370 and 1667. After being calculated using the percentage descriptive formula, it is obtained score of 70.34 %. Based on these calculations, the pedagogic

competencies of PPL teachers in the aspect of facilitating the development of students' potential are in the good category.

f. Communicating Effectively, Emphatically, and Politely to Students

Based on Table 1 above, the ideal score and the achievement score of the teaches' perceptions are 225 and 163. After being calculated using the percentage descriptive formula, it is obtained score of 72.44 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of communicating effectively, emphatically, and politely to students based on the perception of tutors are in the good category.

While the ideal score and the achievement score of students in each are 3555 and 2638. After being calculated using the percentage descriptive formula, it is obtained score of 74.21 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of communicating effectively, emphatically, and politely to students are in the good category.

g. Evaluating and Assessing Learning Process and Result

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perceptions of 150 and 105. After being calculated using percentage descriptive formula, it is obtained score of 70.00 %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of evaluating and assessing based on tutors' perceptions are in the good category.

While the ideal score and the achievement score of students in each are 2370 and 1572. After being calculated using the percentage descriptive formula, it is obtained score of 66.33 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of evaluating and assessing learning process and result are in the sufficient category.

h. Taking Advantage of Evaluation and Assessment Result for Learning Purpose

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perceptions of 150 and 104. After being calculated using percentage descriptive formula, it is obtained score of 69.33% %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of taking advantage of evaluation and assessment result for learning purpose based on tutors' perceptions are in the good category.

While the ideal score and the achievement score of students in each are 2370 and 1486. After being calculated using the percentage descriptive formula, it is obtained score of 62.70 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of taking advantage of evaluation and assessment result for learning purpose are in the sufficient category.

i. Taking Reflective Action to Improve The Quality of Learning

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perceptions of 150 and 100. After being calculated using percentage descriptive formula, it is obtained score of 66.67% %. Based on these calculations, the pedagogic competencies of PPL teachers in the aspect of taking reflective action to improve the quality of learning based on tutors' perceptions are in the sufficient category.

While the ideal score and the achievement score of students of each are 2370 and 1433. After being calculated using the percentage descriptive formula,

it is obtained score of 60.46 %. Based on these calculations, the pedagogic competencies of PPL teachers in aspects of taking reflective action to improve the quality of learning are in the sufficient category.

j. Overall

Based on Table 1 above, it is obtained an ideal score and achievement score of each tutor's perceptions of 1500 and 1095. After being calculated using percentage descriptive formula, it is obtained score of 73.00% %. Based on these calculations, the pedagogic competencies of PPL teachers in overall aspect based on tutors' perceptions are in the good category.

While the ideal score and the achievement score of students in each are 23700 and 16549. After being calculated using the percentage descriptive formula, it is obtained score of 69.83 %. Based on these calculations, the pedagogic competencies of PPL teachers in overall aspects are in the good category.

3.2 Discussion

a. Pedagogical Competencies of PPL Teachers Based on The Tutors' Perception

Based on the result of the research from all dimension of teachers' pedagogical competence, based on the tutors' perception, belong to good category for 69%-84% score. This shows that the perception of the tutors on the PPL teachers can contribute changes on the PPL teachers' pedagogical competence. The higher the tutors' perception, the higher the PPL teachers' pedagogical perception. But, there are still 16-31% of the tutors' perception stated that their competences are not good. This could be a certain concern of the head of Tarbiyah laboratory to make it better by minimizing it.

Therefore, the effort done by the Tarbiyah laboratory is by deepening and empowering the relevant courses related to the teaching practice (such as the learning preparation course, class management, PPL1, curriculum development and also teaching and learning theory) so that it can be more effective through giving the students assignment to explore school by doing observation, interview or having documentation on school before doing the real practice to school, related to the dimension of teachers' pedagogical competence under the advising of the vice dean I and Tarbiyah laboratory). Those activities is expected to minimize or at least reducing the incompetencies of PPL teaching on pedagogical competency. This is also in line with the theory of Karwati and Priansa that in order to create an effective teaching and learning process, where all students study well at the classroom; the teacher must make: a) a good and well-prepared lesson plan, b) a good classroom management, c) an effective leading in the classroom, d) classroom management, for there are many students with different characteristics.²³ Besides, this solution is also supported by a study done by Suatrea and Jusriana that to measure the success of teaching and learning did by the teacher which is seen from the factor of teachers' knowledge about teaching material and teaching methods, and also determined by their capability to manage the class because this is related to the students' activities in the classroom.²⁴ Therefore, the teacher must be able to make well-prepared lesson

²³ Euis Karwati dan Donni Junni Priansa, *Manajemen Kelas (Classroom Class)*, (Bandung: Alfabeta, 2015), 18-19.

²⁴ Suatrea Aqros Rusna dan Jusriana A., Hubungan Kompetensi Kepribadian dengan Kompetensi Pedagogik Guru Madrasah Aliyah Kota Makassar, *Jurnal Pendidikan Fisika*, Vol 4, No. 2, 2016: 78.

plan to increase the quality of the teaching and learning and also to increase the students' ability in learning.

b. Pedagogical Competencies of PPL Teachers Based on The Students Perspectives.

Based on the result of all dimension of teachers' pedagogical competency's variable, from the students' perception, PPL teachers' competency belongs to the good category in the scale of 69%-84% score. But in two dimensions; they are the dimension of mastering the students characteristics in term of physical, moral, social, cultural, emosional and intelektual aspect and also the dimension of developing curriculum and teaching preparation belong to "enough" category for the range of 53%-68% score. This show that there is a range from 32%-47% of the negative students perception which stated them "less" so it can categorized into not good. This data should be considered serious worries and problem for the undergraduate students as the PPL teachers and also the tutors of the school, who are giving guidance for the PPL teachers at school, moreover for the Tarbiyah laboratory and Tarbiyah Faculty in general.

The students perception become a very important notes for all stakeholder because the undergraduate students are having the real teaching at school with unpredictable heterogenous students, it is not the same as they did what we call as micro teaching where tehy face their friends on behalf of real students. Nowadays, the students are welcoming a digital era where all knowledges are virtually, easily accessed by the students unsupervised by the teacher. Therefore, teachers' literation is now becoming as a must. This is in accordance with what have been told by Sole and Anggraeni that a teacher must have knowledge on or highly literate on technology in facing digital students.²⁵

Moreover, we need to increase the quality of the teaching and learning process in the undergraduate level, give a deep knowledge to teh students about the importance of mastring pedagogical competencies with all its dimension, theoretically and also based on Al-Qur'an's guide. In An-Nahl verse 125 Allah Swt stated that "berfirman yang artinya: "Invite to the way of Your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed Your Lord is the most knowing of who has strayed from His way and He is most knowing of who is (rightly) guided."²⁶ this verse impliedly stated that a teacher must be completed with pedagogical competence.

4. Conclusion

Based on the description above, it can be concluded that:

1. Pedagogic competencies of PPL Teachers in seventh semester of Tarbiyah Faculty IAIN Madura 2018 based on tutors' perception are in the good category. It is proven by the calculation results using percentage descriptive formula that score of 73%. Therefore, H_0 which stated that PPL Teachers do not have pedagogic competencies is rejected.
2. Pedagogic competencies of PPL Teachers in seventh semester of Tarbiyah Faculty IAIN Madura 2018 based on students' perception are in the good category. It is proven by the calculation results using percentage descriptive

²⁵ Ferdinandus Bele Sole dan Desak Made Anggraeni, Inovasi Pembelajaran Elektronik dan Tantangan Guru Abad 21, *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: E-Saintika*, 2 (1), 2018: 10, doi: 10.36312/e-saintika.v2i1.79.

²⁶ Q.S An-Nahl, Ayat 125.

formula that score of 69,83%. Therefore, H_0 which stated that PPL Teachers do not have pedagogic competencies is rejected.

Based on the conclusion above, several suggestions are provided in the following: Tutors are expected to give more optimal guidance to the PPL teacher about lesson plans, discipline, code of conduct, etc., because there are about 27% of other aspects of PPL Teachers' pedagogic competencies that need to be improved in tutors' perspectives.

Students are expected to pay attention more to and optimize their self-potential when participating in learning with PPL Teachers, because there are still for about 30,17% other aspects of PPL Teachers pedagogic competencies that need to be improved in students' perspective. College students who join in the PPL program as PPL teachers are expected to better in mastering the whole aspects of PPL Teachers' pedagogic competencies, because there are still 27% other aspects of PPL Teachers pedagogical competencies, in tutors' perspectives that need to be improved, and 30,17% of other aspects of PPL Teachers' pedagogic competencies in students' perspectives that need to be improved.

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