Chapter Two

Literature Review

This chapter presents the general review of pedagogical competence, practicum program, and supervising teacher. Some previous studies related to the supervising teachers perception on student-teachers' pedagogical competence in internship program will also be presented in this chapter. Last, this chapter presents the theoretical framework.

Pedagogical Competence

This sub chapter gives information about pedagogical competence. It is divided into two parts. Those are the definition of pedagogical competence and aspects of pedagogical competence.

Definition of pedagogical competence. To get an understanding about the definition of pedagogical competence, the explanation will be started with the definition of pedagogy. The second is definition of competence. The last part is definition of pedagogical competence.

Pedagogy. The term of pedagogy is widely used in educational context, but it is not easy to define pedagogy. Chapuis (2003) said that pedagogy is a vague concept. It is essentially a combination of knowledge and skills required for effective teaching. Then, Lovat (2003) argued that pedagogy is complex blend of theoretical understanding and practical skill. Hence, in simple words, pedagogy is combination of theory and practice of teaching.

Competence. Competence is more than knowledge. Hoskins and Crick (2008) argued that competence is "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain" (p. 4). They believed that knowledge, skills, understanding, values, attitudes and desire influence one's achievement at work. Moreover, Spencer and Spencer (1993) said that competency is a main characteristic of a person related to the effectiveness of individual performance on the job. The characteristics have a causal relationship or a cause and effect with the criteria referenced. By certain criteria, competence can be used to measure and predict one's performance in doing a job. Then, Schroeter (2009) said that competence refers to a potential ability or capability to function in certain situation. It makes one capable to fulfill responsibility in doing a task. So, competence is the ability of an individual to do a job or task properly.

Pedagogical competence. Pedagogical competence is more than teachers' ability to teach. Ryegard, Apelgren and Olsson (2010) said that teaching ability is only a part of pedagogical competence. Besides teaching ability, teachers have to know the common language and theoretical foundation.

There is a schematic model of pedagogical competence. It is called as Kolb's Learning Cycle:
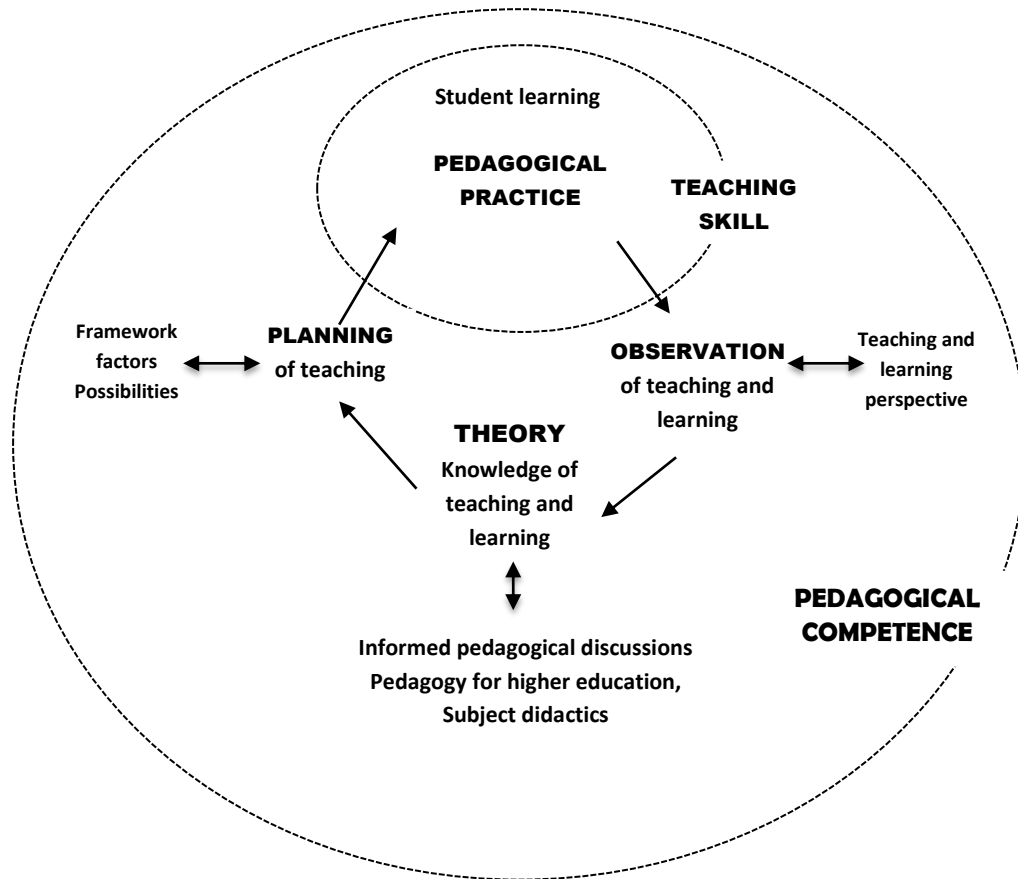

Figure 2.1. **Kolb's Learning Cycle (Kolb, 1984 in Ryegard, et al., 2010)**

The scheme explains how theoretical knowledge and pedagogical practice are important in forming pedagogical competence. Pedagogical competence assumes broad and deep. Teaching skill becomes the central part of pedagogical competence. It is demonstrated the ability of teachers to teach and support students' learning actively. Beside pedagogical practice, teachers have to do an observation of teaching and learning. That is useful for teachers to build their

perspective about teaching and learning. Then, teachers have also understand theory or knowledge of teaching and learning, including informed pedagogical discussion, pedagogy for higher education and subject didactics that crucial to be mastered by teachers. Last, teachers have to plan the teaching activity by presuming framework factors that possibly influence teaching and learning activity. Those activities are important in shaping pedagogical competence.

Moreover, Indonesian Government in the explanation of Verse 1 Article 10 Law of Republic Indonesia Number 14 in 2005 on Teacher and Lecturer, stated "*Yang dimaksud dengan kompetensi pedagogik adalah kemampuan mengelola pembelajaran peserta didik*". It means that pedagogical competence is the ability of teacher to manage the learning of students. It includes teaching-learning preparation, teaching-learning implementation and teaching-learning evaluation.

In summary, pedagogical competence is the ability of teachers in mastering and applying theories of teaching and learning. The theories include teaching-learning principles, teaching methodologies and approaches, curriculum, also teaching assessment and evaluation. This competence is required by teachers from preparation, implementation and evaluation of teaching.

Aspects of pedagogical competence. Indonesian government describes pedagogical competence of teacher in the Attachment of Regulation from National Education Ministry Number 16 in 2007 on Academic Qualification Standard and Teachers' Competencies. There are ten main aspects of pedagogical competencies:

Understand characteristic of students. A good teacher should be able to understand characteristics of students. It is related to the physical, moral, spiritual, cultural, emotional or intellectual aspect of students. Then, teachers have to identify the potential ability of students and their difficulties in learning.

Master teaching theories and principles. In mastering teaching theories and principles, teachers not only know teaching theories and principles but also have to implement the theories in their teaching activity. They should be able in applying various teaching methods, strategies and techniques when teach. Brown (2007) mentioned some popular methods in teaching second language, such as grammar translation method, direct method, audiolingual method, community language learning, suggestopedia, silent way and total physical response. Then, he also mentioned some approaches in teaching second language, such as communicative approach (CLT) and task-based language teaching approach (TBLT).

Develop lesson plan. Teachers should be ablo to make a lesson plan to guide them in teaching. In developing lesson plan, teachers should be able to determine goal, objectives, develop indicators, select learning experience and materials that related to the objectives, also make instruments for assessment and evaluation. Brown (2007) said that a good lesson plan is structured of goal, objectives, teaching materials and equipment, procedures and assessment.

Conduct teaching activity. Teachers have to conduct a good teaching activity based on their lesson plan. The complete instructional design of lesson plan helps teachers to conduct teaching activity in classroom, lab or field.

Use technology in teaching. Teachers should be able to use technology in teaching. Cohen, et al. (2010) said that there are many kinds of technology that can be used by teachers. Those are word processing, spreadsheets, databases, graphing software, desktop publishing, multimedia, internet, distant communication also games and simulations. Moreover, They believed that using technology in teaching can help students to raise good achievement, promote higher-order thinking, promote learning for capability and problem-solving, foster collaborative learning and raise students' motivation significantly.

Facilitate students to actualize students' potential. Teachers have to facilitate students to actualize their potential. Teachers should be able to motivate students in learning and develop students' creativity to achieve their optimal result.

Communicate to students. Teachers should be able to conduct a good communication to students. Teachers have to understand the effective, empathic, and well-mannered communication strategy using verbal, written, and / or another form in communication.

Conduct assessment and evaluation. Teachers should be able to conduct assessment and evaluation during the teaching process. Teachers have to determine the important aspect to be assessed and evaluated, arrange the assessment and evaluation procedure also develop the instrument of assessment and evaluation.

Utilize the assessment and evaluation result. After conducting assessment and evaluation, teachers have to analize the result. After analyze the result,

teachers know the students' achievement in the subject lesson. Then, they can use the assessment and evaluation results to design remedial programs.

Do a teaching reflection. After conducting teaching activities, teachers have to do a teaching reflection. This purpose of teaching reflection is to know teachers' strengths and weaknesses in teaching. From the teaching reflection result, teachers should be able to improve their teaching quality.

Internship Program

This sub chapter discusses internship program. Those are the definition of internship program, the significant of internship program and the problems in internship program. This sub chapter also describes the general review of EED of UMY's internship program.

Definition of internship program. There are some terms of internship program. Internship program is usually called as teaching practice, teaching practicum, school-based teaching experience, field experience or practicum program. However, the meanings of those terms are same.

Panda and Nayak (2014) explain internship as a program that need to appear by student-teachers before entering to the real profession. Internship provides an opportunity to student-teacher to practice teaching in school. They argue that it is impossible for teacher-education institution attempting a practical and field experience for student-teachers without internship program.

Then, Thomas (1991) in Azeem (2011) calls internship program as teaching practice. In this program, student-teachers come to an actual classroom

situation in order to practice their teaching skills under the supervision of a supervising teacher. The kind of this activity is practice teaching in a regular classroom. The amount of this direct teaching experience can be full time or half time service in a school. Then, Kiggundu and Niyamuli (2009) mentioned that the time of teaching practice is depending on the institutions' policy and school's schedule. Some institutions send student-teachers to go for teaching practice once a day each week, others do this over a semester.

Moreover, classroom practice is used by Cohen, Brody and Shavin (2004) to refer to this program. They said classroom practice is a main feature of teacher-education program that takes outside the training institution. Classroom practice allows student-teachers to apply directly the methods and strategies they learned, experienced, and observed at the university. Classroom practice is quick to notice discrepancies between the teaching theories they learned at the university, their observations in actual classrooms and their real teaching experience.

In addition, EED of UMY (2015) defines internship program as an obligatory subject undertaken by EED of UMY's student-teachers to achieve their degree of bachelor education. This program is conducted in some schools in Yogyakarta. The program includes preparation, implementation and evaluation. This program may shape EED of UMY's student-teachers' competences which are required to be a professional teacher.

In conclusion, internship program is a program held by teacher-education institution for student-teachers in school based setting. It gives an opportunity for

student-teachers to actualize teaching theories into practice in real school environment.

Significances of internship program. Internship program gives some significances for student-teachers. Some experts explain the significances of internship program bellow:

Firstly, Pinder (2008) said that internship program is significant in facilitating student-teachers to learn about lesson plan and curriculum delivery. They learn by observing and modelling of senior teachers. Then, internship program also provides an opportunity for student-teachers to learn about themselves. Their learning is occurred from observation and modeling, trial and error, problem solving, and making connections with prior experiences. They learn about self-behavior management which is important to improve their personal competence. Moreover, Pinder also said, in internship program student-teachers have to do interaction with other teachers, students, staff and school environment. All interactions that happened in internship program will build student-teachers' social competence.

Secondly, Brown and Brown (1990) in Azeem (2011) said that internship program is a time for student-teachers to enhance their teaching competence. They try out some ideas which have been developed in university with the different approaches strategies and techniques of teaching raised in real classroom. Then, internship program provides an opportunity for student-teachers to gain confidence and opportunity to learn the skills also attitudes of a competent

teacher. Moreover during the internship program, student-teachers also learn to solve many problems related to children in real life.

Last, Mirza (2012) in Panda and Nayak (2014) believed that internship program is function as a professional preparation of student-teachers. "It ensures the professional preparation of students in various ways such as understanding of the target profession and future prospects of working conditions in that profession" (p.62). Internship program helps student-teachers to understand the target profession and future prospects of working conditions by observing and making interactions with professional teachers at schools. So, internship program is beneficial to build student-teachers' professional competence.

Therefore, internship program is important for student-teachers in shaping their competencies to be a professional teacher. It gives a chance for student-teachers to build their competencies, including pedagogical competence, personal competence, social competence and professional competence.

Problems in internship program. In internship program, student-teachers face some difficulties. Ganal, Anaya and Guiab (2015) found eight common problems faced by student-teachers in internship program. Those are:

Personal problems. Personal problems can influence student-teachers' confidence and performance in front of class, such as their clothing not properly groomed. Some student-teachers are also poor of diction that makes them hard in speaking and explaining. The other problem, they are not creative and not resourceful.

Teacher's preparation problems. Some student-teachers being unprepared before they enter the classroom. They are not able to write lesson plan well and not provide a variety of activities. They also do not have sufficient activities and no back up activity, so students do not do anything. Then, they are not well planned on strategies or methods.

Class participation problems. In this case, students are not active and responsive during class discussions or in other related tasks. There is only little evidence of students. They are not attentive or responsive to student-teachers in classroom activities to do interactions with others.

Class management problems. Student-teachers are difficult to handle the discipline of students and hold attention of students throughout the period of classes. They are difficult in managing a classroom independently without assistance from other student-teachers and supervising teachers. They are also unable to perform effectively routine activities, such as: checking of attendance and distributing or collecting papers, books, and workbooks.

Instructional problems. The problem includes preparing visual aids and instructional materials. Then, some student-teachers are difficult in making an effective introduction and motivation in the beginning of activity. In conducting the activity, student-teachers do not give clear direction and logical explanation on what students should do. The other instructional problems, student-teachers are difficult to guide students' attention to important points in summarizing and cannot present agreement properly.

Problems on evaluation. Kinds of problem on evaluation such as student-teachers are difficult in creating different types of questions and choosing appropriate activity in assessing students' learning. Then student-teachers also confused in constructing different types of questions and interpreting test results using simple statistics.

Emotional problems. The emotional problems are depression or feeling very low, feeling of timidity and immaturity. Student-teachers also feel high anxiety in working so hard at winning the students' trust. Then they feel scared or insecure of being a novice teacher.

Problems on adjusting to students. The problem on adjusting to students is student-teachers to focus on how to be accepted by students. They are to focus to work effectively with different kinds of students that makes them forget their identity. Student-teachers also affraid to being unpopular to some students. Then, student-teachers feel insecure in a class where students come from prominent families. The problems above are presented in the figure below:
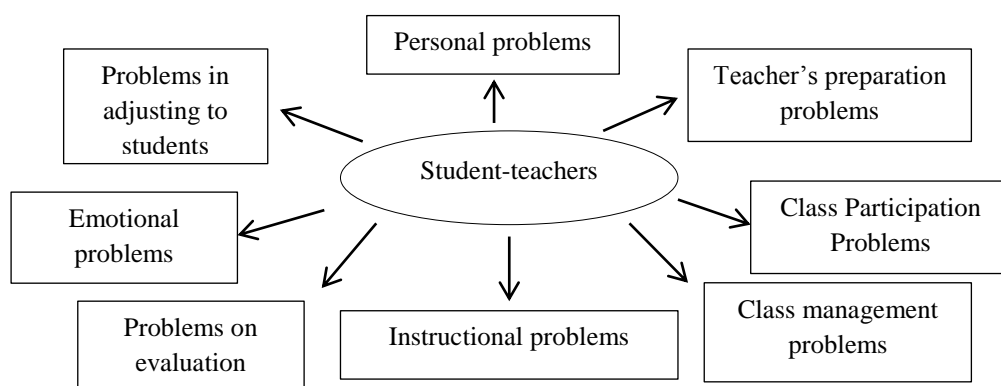

Figure 2. 2. **Student-teachers' problems in practicum program (Ganal, Anaya and Guiab, 2015, p. 65)**

EED of UMY's internship program. Internship is a compulsory subject for all student-teachers at EED of UMY. This program is taken by student-teachers from the first semester until the sixth semester. This sub chapter explains the objectives of internship program, place and time of internship, and the stages of internship implementation.

The objectives. In general, EED of UMY's internship program aims to shape a professional teacher with the required competence. Specifically, this program has three main objectives. Firstly, it shapes student-teachers' pedagogical competence, professional competence, Islamic personality, social competence and technological competences. Secondly, it trains the teaching skill of student-teachers in real term of school. Lastly, it provides a real experience related to the teachers duties.

Time and place. Internship is held on odd and even semester in every year. The first half semester is held on September to December, then the second half is held on January to June. The first semester is conducted in the form of preparation and coaching of student-teachers before they practice to teach in the second semester. Coaching is conducted eight times in the odd semester and the results are lesson plan and teaching materials. Whereas, in the second semester student-teachers have to do observations and teaching practice in classroom. At the end of the second semester, student-teachers have to report the implementation of their practical activities.

EED of UMY's student-teachers conduct internship program in some partner schools that are located in Yogyakarta. The schools are elementary school,

junior high school and senior high school (including vocational school and Muhammadiyah boarding school). All of the schools are agreed to cooperate with EED of UMY.

    The implementation. Activities covered in the implementation of internship program are preparation, coaching, observation and teaching practice, and evaluation. Those activities are explained below:

    Preparation. Preparation includes socialization, registration, licensing, coordination with partner schools and coordination with supervising teachers. Preparation of internship program is held every August to October under the coordination of EED of UMY.

    Coaching. Coaching is aim to prepare student-teachers before practice teaching in real classroom. Coaching is scheduled in September to December. This coaching is taught by supervising teachers and accompanied by the supervisor from EED of UMY. Coaching is held eight meetings with 90 minutes for each meeting. In coaching, student-teachers have to make lesson plan and teaching materials.

    Observation and teaching practice. Before student-teachers practice to teach, they have to do some observation. In the observation student-teachers do not only observe the school environment as general, but also observe the classroom activity. The observation aims to orient the student-teachers to learn more about the condition of the school where they practice. Then, student-teachers are expected to observe the teaching and learning process in the classroom. It includes the students' character, the methods applied by teachers,

teachers and students, and student interaction in the classroom. After that, student-teachers must undertake teaching practice at least three times in one semester. This phase is conducted around January to June.

Evaluation. Evaluation of internship program is held by EED of UMY in coordination with partner schools. The evaluation is conducted in the end of semester around June or July.

In the summary, the implementation of internship program is showed in the figure below:
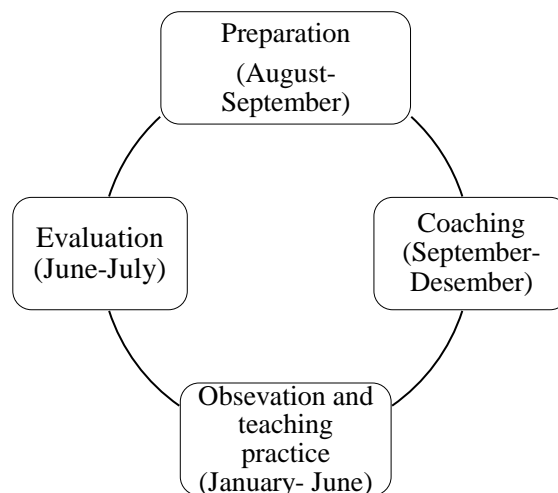

Figure 2. 3. **The implementation of EED of UMY's internship program**

Supervising Teacher

There are some terms used to refer to supervising teachers. They are usually called as cooperating teacher, classroom teacher, tutor teacher, mentor or adviser. Supervising teachers are experienced teachers who guide student-teachers directly in internship program.

Becoming a supervising teacher is not simple enough. According to Deane (2011), there are some points to be fulfilled. Firstly, supervising teachers should be ready to be a model in teaching. Then, they should be able to use methods and strategies that put the student-teachers and their students at center of learning. They also must knowledgeable in their subject matter and able to manage the schedule of internship program. Then, supervising teachers have to use appropriate resources to stimulate and facilitate the development of student-teachers. The last, supervising teachers should be able to observe and assess student-teachers objectively.

Roles of supervising teachers. Supervising teachers have some important roles in internship program. Gower, Philips and Walter (2005) said that there are three main roles of supervising teachers in internship program. Firstly, they help student-teachers with lesson preparation, Then, they observe student-teachers critically. The last, they give helpful feedback for student-teachers.

Moreover, Payant and Murphy (2012) argued that supervising teachers have four main roles. Those are as communicator, demystifier, catalyst for identity shifts and mentor.

Communicator. As a communicator, supervising teachers have to build good communication with student-teachers and university. They act as an effective communicator of both. Supervising teachers have to clarify the teacher education institution's expectations on their student-teachers at the start of

internship program. Thus, the students will get clearer understandings of what they need to be achieved.

Demystifiers. Supervising teachers have the potential to serve as demystifiers. The term means supervising teachers should help student-teachers in understanding all things related to the internship program. Lesson plan is one example of a common confusing thing in internship program. So, supervising teachers come to guide student-teachers in making the lesson plan by clarifying procedures and processes. Supervising teachers must be generous in sharing insights about teaching with student-teachers and try to make things as transparent as possible. They can also discuss and work together with student-teachers to arrange meeting times.

Catalyst for identity shifts. Supervising teachers facilitate student-teachers to find their identity as a teacher. It is from learner-of-teaching to one that includes as classroom teacher. Supervising teachers ask student-teachers to imagine their own identities as shifting from one of an observer-of-teaching to one more closely approximating a classroom teacher. It is important to inform and remind student-teachers that they need to grow beyond toward more of a teaching role and away from the observer role.

Mentors. Supervising teachers are mentors of their student-teachers. They advise, guide, and support the student-teachers efforts. They have to tell student-teachers about what they need to teach, give opportunity for the student-teacher to practice-teach and do post-reflection with follow-up discussion. In pre teaching, supervising teachers try to reduce predictable degrees of student-teachers' anxiety

by suggesting course topics. Next, supervising teachers and student-teachers begin to negotiate the content and plans for practice-teaching. This preparation stages can be face-to-face, by telephone, or by e-mail. While the student-teachers are practice-teaching, supervising teachers act as an observer. They keep note for possible improvement. In the post teaching, supervising teachers shares their observation notes with the student-teachers and discuss the strengths, areas for teaching improvement, and modifications for future implementation.

In conclusion, supervising teachers are important in internship program. They have responsibility to guide student-teacher at school during the internship program and act as communicator, demystifier, catalyst for identity shifts and mentor.

Review of Related Study

Some researchers conduct some studies in the same topic with this study. Firstly, Trisandra (2014) conduct a research entitled *"The Tutor Teacher's Perceptions of Pedagogical Competencies on Student of Field Experience Program (FEP) Department of Electrical Engineering Education"*. This study aims to explain the pedagogical competence of student-teachers in field experience program or internship program. The objects in this study are students who carry out the field experience program at vocational schools in Bandung and Cimahi, in second semester of 2013/2014 academic year. This research is a descriptive study using quantitative approach. The instrument in this study is a questionnaire. The filling of the questionnaire is carried out by tutor teachers to

every student-teacher in guide. Pedagogical competence focuses on the ability of students in planning the learning and the ability in implementing the learning. The result shows that the students' capabilities in planning and implementation of learning measured as competent or in good criteria.

      Secondly, Damayanti and Suwanda (2015) conduct a research entitled *"Perceptions of Tutor Teachers and Students on Student-Teachers' Competencies in Learning Management Program (PPP), Batch 2012 of Universitas Negeri Surabaya (UNESA) at SMK Negeri 12 Surabaya"*. This research aims to (1) analyze the assessment of tutor teacher on pedagogical competence and professional competence of student-teachers; (2) to analyze the perceptions of students on the student-teachers' pedagogical competence. This research uses quantitative descriptive method (mix method). This research was conducted at SMKN 12 Surabaya. Population in this research is 458 of grade ten students of machinery, multimedia, animation, visual communication design, metal product design, wood product design departments and 7 tutor teachers. Samples of the students are obtained by random sampling proportional technique with amount of 115 students and 7 tutor teachers. Data collection technique uses questionnaire and interview then analyzed by descriptive percentage analysis. Based on the results of data analysis it can be concluded that (1) assessment by tutor teacher on competence of student-teachers who participate in learning management program (PPP) in terms of pedagogical and professional competence indicates percentage of 76.64% and 78.93% who classified as good category; (2) perception of students on competence of teachers who participate in learning management program

(PPP) in terms of pedagogical competence indicates percentage of 79.40% who classified as good category.

The other study is conducted by Suganda (2014) entitled *"Classroom Teachers' Perceptions toward Student-teachers in Penjasorkes Subject at Senior High Schools in Padang".* This study aims to determine how is the perception of classroom teacher toward student-teachers' skills in teaching *Penjasorkes* at senior high schools in Padang. This research is descriptive research. The population in this study is all teachers of *Penjasorkes* in SMAN Padang. Samples are with a total sampling, as many as 24 teachers. The result shows that in pre-teaching student-teachers obtained at 81% in the category of "very well", in while teaching obtained at 85% and in the final achievement obtained at 83% is in the category "very well". It means student-teachers' skills in teaching *Penjasorkes* at senior high schools in Padang is very well.

The present study that will be done by the researcher has a similarity and some differences compared to the studies above. This study is similar in revealing supervising teachers perceptions on student-teachers' competence in an internship program. But, there are some differences. Firstly, this study is only focus on the student-teachers' pedagogical competence. Secondly, this study is qualitative and use interview to collect the data. Then, the participants are only five supervising teachers and their perceptions will be revealed deeply.

Conceptual Framework

Teachers have to master pedagogical competence. Indonesian government defines ten aspects of teachers' pedagogical competence in the attachment of Regulation from National Education Ministry Number 16 in 2007 on Academic Qualification Standard and Teachers' Competencies. Those are understand characteristic of students, master teaching theories and principles, develop lesson plan, conduct teaching activity, use technology, facilitate students to actualize students' potential, communicate to students, conduct assessment and evaluation, utilize the assessment and evaluation result, and do teaching reflection.

EED of UMY has a program called internship program that facilitate EED of UMY's student-teachers become a professional teacher. During the internship program, EED of UMY's student-teachers are guided by supervising teachers from school. The close relation between supervising teacher and EED of UMY's student-teachers makes supervising teacher easier in analyzing EED of UMY's student-teachers competences. Therefore, the researcher want to reveal the perception of supervising teachers on EED of UMY's student-teachers' pedagogical competence in an internship program. To give more understanding about this study, the theoretical framework is presented in the figure below:
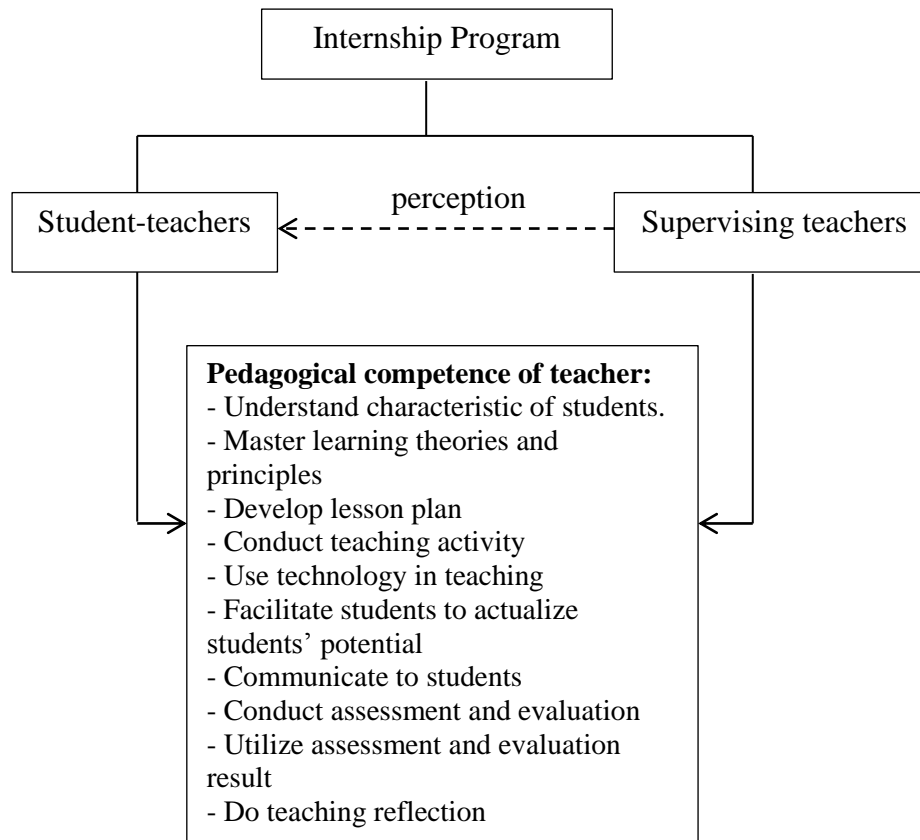
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                    │    Internship Program    │
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                            perception
┌──────────────────┐  ◄- - - - - - - - - - ┌──────────────────────┐
│ Student-teachers  │                       │ Supervising teachers  │
└──────────────────┘                       └──────────────────────┘
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Pedagogical competence of teacher:
- Understand characteristic of students.
- Master learning theories and principles
- Develop lesson plan
- Conduct teaching activity
- Use technology in teaching
- Facilitate students to actualize students' potential
- Communicate to students
- Conduct assessment and evaluation
- Utilize assessment and evaluation result
- Do teaching reflection

Figure 3.1. **Conceptual framework**