Chapter Five

Conclusion and Recommendation

This chapter consists of two main parts, those are conclusion and recommendation. Firstly, the researcher gives the conclusion of this study. Secondly, the researcher proposes some suggestions based on the study results.

Conclusion

This study entitled supervising teachers perceptions on EED of UMY's student-teachers' pedagogical competence in an internship program. The study aims to reveal the supervising teachers' perceptions on pedagogical competence of EED of UMY's student-teachers in an internship program. The perceptions covered the ten aspects of pedagogical competence, those are understanding characteristic of students, mastering teaching theories and principle, developing lesson plan, conducting teaching activity, using technology, facilitating students to actualize their potential, communicating to students, conducting assessment and evaluation, utilizing the assessment and evaluation result; and doing teaching reflection.

This study used qualitative research design and specifically employed case study research. The researcher involved five supervising teachers from five senior high schools as participants. Purposive sampling was used by the researcher to choose the participants. The researcher used in-depth interview to gather the data and used member checking to validate the data. In analyzing the data, the researcher used open coding, axial coding and selective coding.

The data obtained from this study can be seen from the table bellow:

Table 5.1. EED of UMY's Student-teachers' Pedagogical Competence

Aspect of pedagogical competence	Perceptions of participants				
	1	**2**	**3**	**4**	**5**
1. Understanding characteristic of students	O	O	√	O	O
2. Mastering teaching theories and principles	√	√	√	O	O
3. Developing lesson plan	X	X	X	X	X
4. Conducting teaching activity	O	O	O	O	√
5. Using technology	√	√	√	√	√
6. Facilitating students to actualize their potential	√	√	√	O	O
7. Communicating to students	O	√	X	O	√
8. Conducting assessment and evaluation	√	√	√	√	√
9. Utilizing the assessment and evaluation results	√				
10. Doing teaching reflection	√	√	√	√	√

Note:

√ = Good

O = Fifty-fifty

X = Less

■ = No perception

In summary, the table showed that supervising teachers had different perceptions on EED of UMY's student-teachers' pedagogical competence. Supervising teachers argued that EED of UMY's student-teachers were competent in three aspects of pedagogical competence, using technology, conducting assessment and evaluation, and doing teaching reflection. All supervising teachers have good perceptions on those three pedagogical aspects. Then in developing lesson plan, all supervising teachers said that EED of UMY's student-teachers still found some difficulties. In understanding characteristic of students, mastering teaching theories and principles, developing lesson plan, conducting teaching activity, facilitating students to actualize their potential, and communicating to students, supervising teachers had different perceptions. Some of them argued that EED of UMY's student-teachers had good competence, the others perceptions indicated that they had less competence. Then, in utilizing the assessment and evaluation result, one supervising teacher had good perception on the EED of UMY's student-teachers' competence. The others had no perception because EED of UMY's student-teachers did not conduct this activity.

Recommendation

Based on the result of this study, the researcher provides some recommendations for the student-teachers, the supervising teachers, the institution, and next researchers.

For the student-teachers. Student-teachers should improve and develop their pedagogical competence. There are some ways that can be used by student-

teachers. Firstly, student-teachers should maximize their chance to learn at university. It is important to master the knowledge about teaching theories which supports them in conducting teaching practice during the internship program. Secondly, build a good relationship with supervising teachers. It is because the supervising teachers become their guide and partner during the internship program. Student-teachers should communicate their problems during the internship program with supervising teachers to find the solutions. Thirdly, make a good relationship with students. They can conduct an informal discussion with students after the classroom activity.

For the supervising teachers. Supervising teachers are expected to give more time for student-teachers to have a consultation, not only in whilst teaching, but also in the preparation and pre teaching. It will be very useful for students to solve any problems in internship program. Then, supervising teachers should have to make a better communication with university, especially in arranging the schedule. Therefore, all stages of intenship program can be fulfilled, especially utilizing the assessment and evaluation result.

For the institution. EED of UMY as the institution is expected to be better in facilitating student-teachers in developing their competences. One of the examples is conducting micro teaching class to build student-teachers competence in teaching. Then, EED of UMY should make a better communication to supervising teachers and schools, especially in arranging the schedule. So, all of the internship stages can be fulfilled.

For future researchers. The researcher hopes that future researcher can enlarge the study about EED of UMY's student-teachers' pedagogical competence. The study can be in wider area, broader participants or using the other method.