

PRESERVICE TEACHERS' PROFESSIONAL LEARNING ORIENTATION IN CAMPUS

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Abstract

This study emphasizes the importance of student understanding in the implementation of professional learning orientation (PLO). PL requires students as preservice teachers to continue to develop in order to increase their professional capacity in continuing to learn, and this capacity increase is correlated with improving the quality of student learning if the orientation is to become a professional teacher. The number of samples is 100 students of total. This research used quantitative descriptive method. Data collection techniques used are indirect communication techniques. This study used a closed-ended questionnaire consisting of 20 questions. The data that has been collected in this study was inputted and quantified using a dummy value of 1 to 4, After the researcher got the result from the questionnaire, then the data was processed by the researcher using the SPSS (Statistical Product and Service Solution) method, to show the pattern of practice factors for pre-service teachers in PL (Professional Learning). The results showed activities in two factors REO (Research, Evaluation, Orientation) and CSCD (Collaborative Social Capital Development) as preservice teachers at PLO (Professional Learning Orientation) at the IKIP PGRI Pontianak Campus. From the finding that has been presented, it is expected that students as preservice teachers can maximize every learning activity in these two factors in order to increase their capabilities as students with level value of high, especially those who will become teachers in the future. The results of this study are recommendations to provide insight into the Professional Learning Orientation (PLO) which can be a learning reference for all students in developing their learning techniques in studying, especially if the orientation is to become a professional teacher.

Keywords: *teachers, preservice teachers, professional learning orientation*

Abstrak

Kajian ini menekankan pentingnya pemahaman mahasiswa dalam pelaksanaan orientasi pembelajaran profesional (PLO). PL menuntut mahasiswa sebagai calon guru untuk terus berkembang guna meningkatkan kapasitas profesionalnya dalam terus belajar, dan peningkatan kapasitas ini berkorelasi dengan peningkatan kualitas pembelajaran mahasiswa jika orientasinya menjadi guru profesional. Jumlah sampel adalah 100 siswa dari total. Penelitian ini menggunakan metode deskriptif kuantitatif. Teknik pengumpulan data yang digunakan adalah teknik komunikasi tidak langsung. Penelitian ini menggunakan kuesioner tertutup yang terdiri dari 20 pertanyaan. Data yang telah terkumpul dalam penelitian ini diinput dan dikuantifikasi dengan menggunakan nilai dummy 1 sampai 4, Setelah peneliti mendapatkan hasil dari kuisisioner, kemudian data tersebut diolah oleh peneliti dengan menggunakan SPSS (Statistical Product and Service Solution) metode, untuk menunjukkan pola faktor praktik guru prajabatan dalam PL (Professional Learning). Hasil penelitian menunjukkan kegiatan dalam dua faktor REO (Research, Evaluation, Orientation) dan CSCD (Collaborative Social Capital Development) sebagai calon guru di PLO (Professional Learning Orientation) di Kampus IKIP PGRI Pontianak. Dari temuan yang telah dipaparkan, diharapkan mahasiswa sebagai calon guru dapat memaksimalkan setiap kegiatan pembelajaran pada kedua faktor tersebut guna meningkatkan kemampuannya sebagai mahasiswa dengan nilai level yang tinggi, khususnya yang akan menjadi guru di masa mendatang. Hasil penelitian ini adalah rekomendasi untuk memberikan wawasan mengenai Professional Learning Orientation (PLO) yang dapat menjadi acuan pembelajaran bagi seluruh mahasiswa dalam mengembangkan teknik belajarnya dalam belajar, khususnya jika orientasinya adalah menjadi guru profesional.

Kata kunci: *guru, calon guru, orientasi pembelajaran profesional*

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INTRODUCTION

Teachers have a crucial role in school, particularly within the learning method. The teachers role within the learning method will have a big influence on rising the standard of student learning. Teachers also are skilled educators and have the most responsibility of training, teaching, directing, and developing students. According to MacBeath and Mortimore (2001:9) found that teachers have a big influence on the event of student learning.

However, many studies have found that not all teachers will improve student learning processes. In different words, only teachers who have certain characteristics. Cirocki & Farrell, (2019:1), Pedder, James & MacBeath, (2005:214), one in every of characteristics of teachers who can make changes in student learning , teachers who have a desire to continue learning and increase their existing capacities. The characteristics of an efficient teacher has a crucial role within the student learning method Aina, Olanipekun, & Garuba, (2015:88), in step with Cirocki & Farrell (2019:1), defines the teacher learning method additionally called teachers Professional learning (PL). The construct of Professional learning (PL) applied by teachers is taken into account capable of finding issues within the teaching and learning method, teachers also are expected to supply new innovations, in order that the teacher's role will ceaselessly give quality change for a students.

Given the importance of the construct of Professional Learning (PL) for teachers who apply this idea, in fact it's superb if it's applied ceaselessly in daily teaching and learning activities, thus if this idea is applied as early as potential to prospective teacher candidates who are still taking education and coaching teacher in faculty. By introducing the construct of Professional Learning (PL) to prospective teachers as early as potential they're going to be able to perceive, and apply this idea.

With the hope that once they have the standing of an instructor, then they're accustomed and trained to still improve their capability and quality in order that they become skilled teachers. This study tries to explain however way prospective lecturers apply Professional Learning (PL), particularly in their practices as prospective teachers, in fact Professional Learning (PL) activities area unit important for prospective teachers or for LPTK. Besides, there has to be a method to enhance the educational method to be more practical. Therefore, to see the priority scale within the learning method is taken into account necessary to try to to, as a result of it tends to own properties that ought to be enforced and additionally applied, and the other way around once it's not a priority it'll tend to be unheeded and can not become a priority (Pedder & Opfer, 2013:543).

Many previous studies have investigated about Professional learning (PL). for instance, a study conducted by Ismail et al. (2020) conducted a few studies conducted with the Professional Learning Community (PLC) of Malay language lecturers at the Selangor transformation college, the results showed that the application stage of the Malay language teacher PLC within the transformation college was at a high level, this analysis is predicted to own a positive impact on the implementation of Professional Learning (PL) in transformational colleges so as to enhance teaching effectiveness and teacher quality still as improve student action and college excellence.

Based on the background above the advantage of this analysis is to describe a pattern of Professional Learning (PL) for preservice teachers they're presently educating, the result of information about their gap values and practices related to PL will be able to arouse them to think more critically the parts of PL that they need to improve and prioritize, thats why the researcher wants to know the patterns to Professional teachers among the student. Therefore, the researcher conducted a study entitled "*Preservice Teachers' Professional Learning Orientation in Campus IKIP PGRI Pontianak*".

By knowing this data, LPTK area unit are also able to map the educational orientation of prospective lecturers, therefore LPTK will accommodate the wants of teacher candidates in developing their learning on campus.

METHODOLOGY

In this research, Researcher use descriptive quantitative research methods. Quantitative research is an approach to empirical studies to collect, analyze, and display data in numerical form rather than narrative Robert Donmoyer (in Given, 2008:713). This descriptive study describes the pattern of learning orientation in prospective teachers and provides variations in the pattern of learning orientation based on gender, GPA range, and school of origin. A descriptive study is a form of survey that allows a researcher to collect opinions or attitudes of a particular population, Aunurrahman, (2019).

To conducting quantitative descriptive research, the researcher chose the survey method. This method was in accordance with the research objective, namely to describe the pattern of learning orientation (PLO). Creswell (2009:102) explains survey research aims to describe quantitatively the tendencies, attitudes, or opinions of a particular population by examining a sample of that population.

Population is the research subject to be studied. According to Arikunto (2010:173), the population is defined as all members of any well-defined class of people, events, or objects.

The population in this research is in semester 8th in every Study Program of IKIP PGRI Pontianak.

The sample is part of the population (Arikunto 2010:174). In this study, the researcher plotted all the students in semester 8th in every study program of IKIP PGRI Pontianak which amounted a total about 100 students from every study program as the sample of the population to represent criteria such as gender, GPA range, and school of origin. The technique that will be used by the researcher in taking the sample is by using a saturation sampling technique. Saturation sampling is a sampling technique in which all members of the population are used as samples. (Green and Thorogod 2009) This technique is usually used if the population is relatively small or the researcher wants to make generalizations with small errors. Saturation sampling is also known as a census which makes all members of the population as a sample.

In this research, to collect the data the researcher used indirect communication to obtain the data from the participants. Zuldafridal (2009:33) states indirect communication technique as a data collection technique where the researcher does not deal directly with the research subject to obtain the data or information, but by using a questionnaire. The researcher use questionnaire as a tool of collecting data.

The tool of collecting data is something needed to conduct the research. The instrument of research is the equipment used by the researcher to collect the data. In which it is important to get accurate data. The researcher use a questionnaire as a tool to collect the data.

Questionnaire is a series of questions to collect information from individuals. This can be provided by mail, telephone, face-to-face interview, handout, or electronically. Questionnaires are the main tool for collecting quantitative primary data. (Roopa & Rani, 2012) stated that the Questionnaire should always have a definite purpose related to the research objective, and it should be clear from the start how the findings will be used. In this research, the researcher use a preservice teacher self-evaluation questionnaire which contains professional learning activities for which a total of 100 students in semester 8th in every study program, the respondent were asked to record how often they practiced the activity. Questionnaires was be used to obtain information related to how is preservice teachers' professional learning orientation in campus IKIP PGRI Pontianak. The professional learning activity is compiled from the results of research conducted by previous researchers Pedder & Opfer (2013) & Irwan (2020).

The self-evaluation survey data collected in this study was inputted and quantified using a dummy value of 1 to 4, After the researcher got the result from the questionnaire, then the data were processed by the researcher using the SPSS (Statistical Product and Service Solution) method, to show the pattern of practice factors for pre-service teachers in PL (Professional Learning).

The analyzed questionnaire data presented in the form of descriptive statistics and inferential statistics, descriptive statics was chosen because it is suitable for providing an overview of the data that is already owned and presented in the form of tables, and graphs. According to Sharma (2019) define Descriptive statistics is a measure of variability or a measure of central tendency used to help understand the meaning of data through tables, general discussions, and graphs. While inferential statistics are also called inductive statistics which are used to analyze sample data and the results generalized or concluded to the population from which the sample was taken (Sutopo & Slamet, 2017). In this research, the statistics used are non-parametric statistics.

In order to achieve the research objectives, researchers are required to follow procedures which are divided into four, they are planning, processing, data processing, and data reporting.

FINDINGS AND DISCUSSION

FINDINGS

The findings of this research are to describe professional learning orientation by the students as preservice teacher to find out the professional learning that used by students at IKIP PGRI Pontianak. The researcher analyzed the data based on Preservice Teachers professional learning related to the theories of Professional learning (PL) in chapter two.

The findings of this study are to answer one questions, namely: how is Preservice Teacher Professional Orientation and What are the variations of Professional Learning Orientation in campus IKIP PGRI Pontianak, with sample of this study were students at IKIP PGRI Pontianak, especially at 8th semester of every study program, which amounted total 100 students.

This research data is useful for describing the results that have been obtained by researchers using a closed-ended questionnaire and has been processed using SPSS with the statistical inferential method for the overall results of the Professional Learning Orientation (PLO) research questionnaire with REO and CSCD factors in campus IKIP PGRI Pontianak.

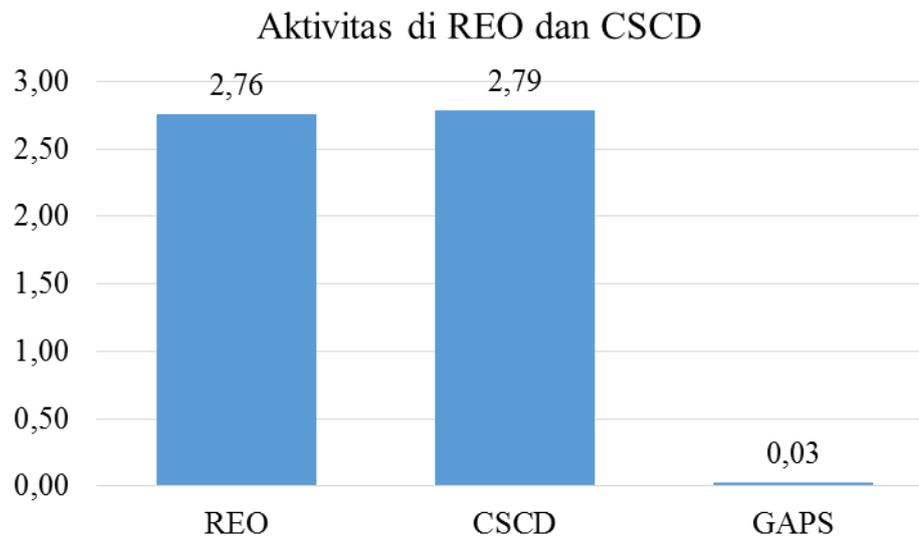


Figure 1 the result of all values, practice and gaps activities

The total score student activities in two factors as preservice teachers at PLO (Professional Learning Orientation) at the IKIP PGRI Pontianak Campus. The total number of activities in PLO which are two factors REO and CSCD are 20 activities with a maximum value 1 to 4. The total number of REO 2.756, CSCD 2.786 with a Mean value of REO 2.76, CSCD 2.79.

Chart 4.2 shows that the 8th semester students at Campus IKIP PGRI Pontianak gave a high assessment of each value of REO and CSCD activities. The student scores in this picture show a high level, meaning that overall the activity is considered important to be carried out, while the student CSCD in this picture shows a high level, meaning that overall this activity is often implemented in schools. The average is obtained from the total value of all activity values on the REO factor divided by the product of the number of respondents and the number of PLO activities. However, from all these activities factors, there is a gap, although not significant, at 1.410 with an average of 0.03.

Research, Evaluation and Orientation (REO) is to describe Professional Learning (PL) activities that focus more on evaluation, both self-evaluation and student feedback. Utilizing various learning resources, including research results, in increasing its capacity. Factor 1 discusses student activities in individual personal self-evaluations, research journals, any learning resources, as well as feedback from students being taught. This factor has the characteristics to evaluate independently.

Table 1 Results of REO data analysis and level values

REO			LEVEL	
TOTAL	MEAN	LEVEL		
2756	2,76	HIGH	0-1	VERY LOW
			1,1-2	LOW
			2,1-3	HIGH
			3,1-4	VERY HIGH

Table 1 presents the total number of student activities as preservice teacher in PLO (Professional Learning Orientation) in factor REO at Campus IKIP PGRI Pontianak. The number of activities in PLO which is a REO factor in 10 activities with a maximum value of 1 to 4. The total REO is 2,756, with an Mean REO value of 2.76, the tables show that students at IKIP PGRI Pontianak Campus give high ratings, in the figure This REO factor shows a high level, meaning that the activities in factor 1 are considered important to be carried out by students in professional learning in order to achieve self-development in learning.

This factor consists of 10 activities that describe professional learning activities in supporting self-development as preservice teachers, in general the values in each activity are at the same level, namely high, some are even at a very high level as in activities 1, which means that each of these activities is important for students to carry out in Professional Learning (PL).

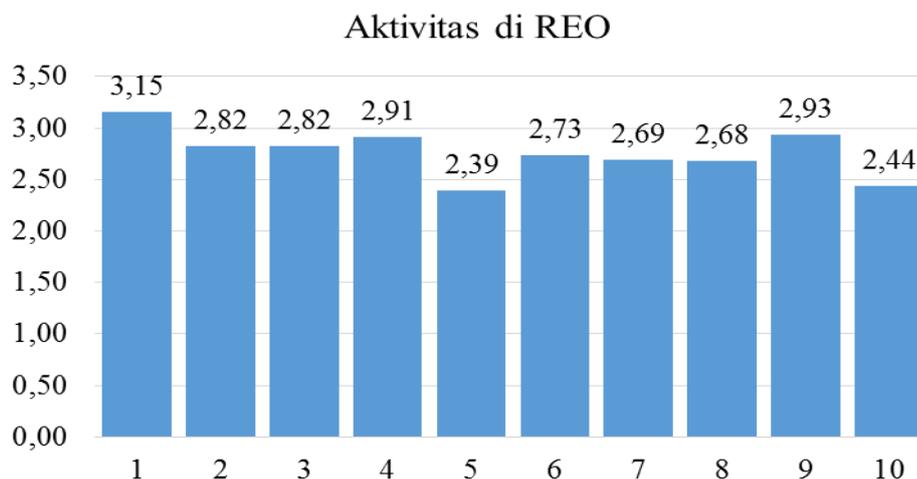


Figure 2 the result of REO all values, practice

Figure 1 presents the value of student activity on factor 1 REO of the Professional Learning Orientatin (PLO) in Campus IKIP PGRI Pontianak . From the graph that has been presented, it can be seen that activities 1,9 and 4 are activities that have the highest values, while activities 5,10 and 8 are activities that have the lowest values.

Collaborative and Social Capital Development (CSCD) is to focus more on the learning process that emphasizes collaboration with friends who support each other and strengthen the effectiveness of Professional Learning (PL) optimally and help them in increasing their capacity. Factor 2 focuses on collaborative professional learning and peer support to improve their capacity such as group work, joint discussion with research journals or conducting a joint learning experiment.

Table 2 Results of CSCD data analysis and level values

CSCD			LEVEL	
TOTAL	MEAN	LEVEL		
2786	2,79	HIGH	0-1	VERY LOW
			1,1-2	LOW
			2,1-3	HIGH
			3,1-4	VERY HIGH

Table 2 presents the total number of student activities as preservice teachers in PLO (Professional Learning Orientation) in the CSCD factor at Campus IKIP PGRI Pontianak. The number of activities in PLO which is a CSCD factor in 10 activities with a maximum value of 1 to 4. The total CSCD is 2,786, with an Mean CSCD value of 2.79, the table shows that students at the IKIP PGRI Pontianak Campus give a high rating, in the figure CSCD Factor This shows a high level, meaning that activities in factor 2 are considered as important as factor 1 to be carried out by students in professional learning in order to achieve self-development in learning.

This factor consists of 10 activities that describe professional learning activities in supporting self-development as student or preservice teacher, in general the values in each activity are at the same level, namely high, which means that each activity is important for students to do for self-development in professional learning. (PL).

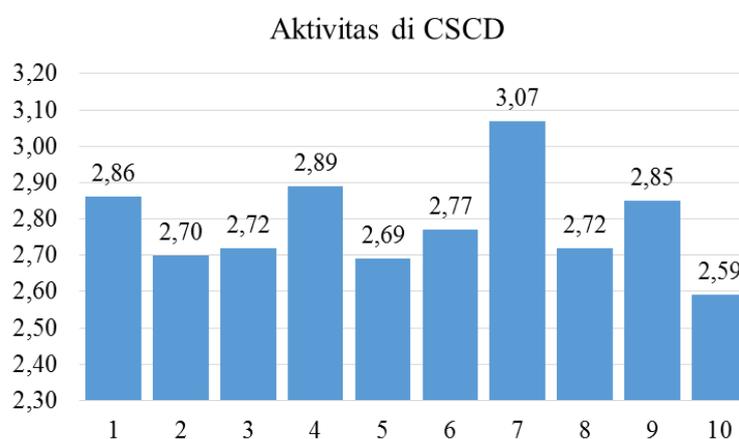


Figure 3 the result of CSCD all values, practice

Figure 3 presents the value of student activity on factor 2 of the CSCD in Professional Learning Orientation (PLO) in Campus IKIP PGRI Pontianak . From the graph that has been presented, it can be seen that activities 17,14 and 19 are activities that have the highest value, while activities 20,15 and 12 are activities that have the lowest value.

DISCUSSIONS

Based on research finding, The two factors formed through factor analysis in this study were then used as the basis for analyzing the pattern of Professional Learning Orientation (PLO) of 8th semester students in campus IKIP PGRI Pontianak . in this case the two factors show, the results are promising for the future development of students as preservice teachers, the promising results are that students consider PL activities in the first (REO) and second (CSCD) factors important because both of them achieve high levels in the average assessment.

First for the REO factor, This is good news with an mean score of 2.76 because the REO factor includes activities that focus on learning practices that increase the competence of students as teacher candidates as suggested by experts. This is certainly a reason to think more optimistically, considering that students consider this activity very highly, and if they continue this activity until they become pre-service teachers, their professional learning process in the field as a teacher is likely to show promising results. These activities will greatly affect the development of their PL Professional Learning later.

For the second factor (CSCD), the descriptive analysis revealed that the Professional Learning Orientation (PLO) of the students in the second factor reached an mean of 2.79. This means that students as pre-service teachers consider Professional Learning (PL) activities related to the second factor to be important with a fairly high level scale for their professional learning. As explained above, the second factor focuses on collaborative activities between colleagues such as discussing or testing new ideas whether on campus or outside the campus.

Collaborative activities are considered necessary to support Professional Learning (PL) activities on campus for students as prospective teachers (Davies, 2007; Fullan, 2005; Hargreaves & Fink, 2006; Lambert, 2011). Considering the importance of Professional Learning (PL) activities related to this factor, the finding that students consider this activity quite important creates optimism for the development of students as preservice teachers in the future, because Pedder and Opfer (2013) believe that activities that are considered important have a high probability of held.

CONCLUSIONS

Based on This research was conducted to answer one questions, namely the factors or practical dimensions of the Professional Learning Orientation (PLO) of students as pre-service

teachers, patterns in PLO. This research finds two dimensions that make up the PLO of pre-service teachers, namely REO and CSCD.

Furthermore, regarding the Professional Learning Orientation (PLO) of students or as preservice teachers, based on this analysis, the data proves that students or respondents think that PL activities in this case are Research Evaluation and Orientation (REO) and Collaborative and Social Capital Development (CSCD) factors. as important by showing a high level. Obviously, in this case, it is expected that students as preservice teachers can maximize every learning activity in these two factors in order to increase their capabilities as students, especially those who will become teachers in the future. PL activities on these two factors will complement each other and build a sustainable learning system in the environment that will be occupied by students in the future.

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