

The Experience of Prospective Uhamka Teacher Students in Reconstructing Pedagogic Knowledge in DKI Jakarta

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Abstract--*The purpose of this study is to obtain a picture experience of prospective teacher students in reconstructing their pedagogical knowledge when implementing field experience programs. The subjects in this study were prospective teacher students from the Mathematics Education Study Program with a total of five subjects. The research method used in this study is a Qualitative Descriptive, in which the researcher tries to reveal the data in depth to the research subject. Subject selection is based on Purposive Sampling technique where subjects are selected who have carried out field experience programs in the academic year 2017/2018, subject selection is also based on communication skills and willingness to be interviewed. The research procedures performed are reducing data, data exposure and drawing conclusions. The results of this study are all research subjects saying that two months is not enough time to provide pedagogical experience to prospective teacher students and the Field Experience Program is very useful in improving pedagogical understanding of prospective teacher students. One in five research subjects has pedagogical knowledge or experience from a course on campus. Two subjects have pedagogical experience from courses on campus and places of teaching (tutoring) and one subject has pedagogical experience from courses on campus and from internet media such as YouTube. All research subjects said that the supervisor did not play a role in providing pedagogical experience during the field experience program process, the field experience program Unit and School Staff also did not play a role in providing pedagogical experience during the field experience program, the field experience program unit was only as a mediator for the implementation of field experience program but it was different from the tutor teacher who had more roles in providing pedagogical experience during field experience program.*

Key words--Teacher Prospective Experience, Reconstruction, Pedagogical Knowledge

I. INTRODUCTION

Higher education provider education for prospective teachers, hereinafter referred to as the Teacher Training Institute, offers prospective teacher education programs with a main focus on encouraging students to lead their professions. However, what is often noted by The Teacher Training Institute is the ability to examine and analyze the impact of educational activities carried out [1] [2]. Students deserve a broad opportunity in their teacher training experience with a variety of situations and conditions of learning activities both in the classroom and school environment. The experience gained not only in face-to-face lecture activities but also informal education facilitated by the campus, for example student activities that support their ability to teach. They can compare these various experiences with their own perceptions. Based on this experience, pedagogical knowledge

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of prospective teacher students will be formed. So that the implementation of teacher training experience is very important for prospective teachers in building their pedagogical competencies [3].

The most basic thing in teacher training experience activities is how the role of the Teacher in the technical guidance of prospective teacher students in implementing their knowledge in schools [4]. The role of the Supervising Lecturer is no less important in bridging the gap of students' knowledge provision with the real conditions of learning activities in schools [5]. For this reason, this research is very important to do, because it will provide information about how teacher candidates form their pedagogical knowledge through field experience programs which will later be the basis for policy makers to develop better programs [6] [7].

II. METHOD

The purpose of this study is to describe the experiences of prospective Mathematics teachers in reconstructing their pedagogical knowledge when implementing field experience programs in schools spread in the Special Capital Region of Jakarta. So this research belongs to qualitative research. where Nurafni, Miatun, [8] in their writings stated that qualitative research emphasizes process rather than results. Also as written by [9] In qualitative data the analysis here is almost inevitably interpretive, hence the data analysis is less a completely accurate representation (as in the numerical, positive tradition) but more of a positive, reactive interaction between the researcher and the decontextualized data that are already interpretations of a social encounter. The research design used in this research is descriptive qualitative. According to [10], the research approach is descriptive, because the author's research will later illustrate the problem solving investigated by describing or describing the state of the object of research at the present time. Data collection in this study was carried out using direct interviews. To check the validity of the data obtained, the credibility test is used by triangulation. The analysis conducted in this study using the Miles and Huberman procedures [11] with steps: reducing data, data exposure and drawing conclusions.

III. RESULT AND DISCUSSION

1. Time Allocation of Field Experience Program

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. The time allocation given to S1 subjects is not enough to reconstruct their pedagogical knowledge.
- b. Lack of time allocation given to subjects S2 to reconstruct their pedagogical knowledge.
- c. The time allocation given to subject S3 is not enough to reconstruct pedagogical knowledge, subject S3 suggests a minimum of 3 months of implementation.
- d. 3 months for S4 subjects for internships is sufficient to develop teaching skills.
- e. The time allocation given to subject S5 is not enough to reconstruct the pedagogical knowledge.

So it can be concluded that all research subjects said that two months was not enough to reconstruct pedagogical knowledge.

2. Benefits of Organizing a Field Experience Program

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. For S1 subjects the implementation of the field experience program is very useful in helping prospective teacher teachers reconstruct their pedagogical knowledge.
- b. For S2 Subjects, the implementation of the field experience program helps prospective teacher reconstruct their pedagogical knowledge.
- c. For S3 subjects the implementation of the field experience program is very useful in helping student teacher candidates reconstruct their pedagogical knowledge.
- d. For Subject S4 the implementation of the field experience program is very useful in helping student teacher candidates reconstruct their pedagogical knowledge such as generating courage and confidence to teach in class.
- e. For Subject S5 the implementation of the field experience program was very useful in helping prospective teacher teachers reconstruct their pedagogical knowledge by helping prepare themselves to become professional teachers.

So it can be concluded, all research subjects stated that the field experience program was very useful for the research subjects' pedagogical experience.

3. How to Develop Pedagogic Abilities.

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. For S1 Subject students prospective teachers reconstruct their pedagogical knowledge through courses provided on campus.
- b. Masters subjects reconstruct their pedagogical knowledge through the home environment, on campus courses and teaching places in tutoring.
- c. The S3 subject reconstructs its pedagogical knowledge through courses on campus and through observing teachers at the school where they are apprenticed.
- d. For S4 subjects prospective teacher students reconstruct their pedagogical knowledge through courses provided on campus and through self-floating in tutoring.
- e. Subject S5 reconstructs its pedagogical knowledge by observing lecturers who teach in class and from watching teaching videos on the internet including YouTube.

So it can be concluded that one in five research subjects have pedagogical knowledge or experience from a course on campus. Two subjects have pedagogical experience from courses on campus and places of teaching (tutoring) and one subject has pedagogical experience from courses on campus and from internet media such as YouTube.

4. The role of the Supervising Lecturer

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. the supervisor does not play a role in reconstructing pedagogical knowledge, the supervisor only provides guidance on the process of apprenticeship
- b. the supervisor does not play a role in reconstructing pedagogical knowledge. the supervisor only asks news such as the smooth internship process and completes the administration in the form of a signature
- c. the supervisor does not play a role in reconstructing his pedagogical knowledge. The role of the supervisor according to the S3 subject is to guide and supervise students during the internship process
- d. Supervising lecturers play a role in shaping the pedagogical ability of S4 subjects, such as directing how to behave in schools, prospective teacher students reconstructing their pedagogic knowledge, guiding academically and giving advice
- e. The supervisor plays a role in the process of forming his pedagogical knowledge by directing and evaluating how the teacher should be.

So it can be concluded that all research subjects said that the supervisor did not play a role in providing pedagogical experience during the experience program process process.

5. The role of the tutor teacher

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. For S1 Subjects, tutor teachers play a role in reconstructing pedagogical knowledge of prospective teacher students by giving knowledge on how to teach and evaluate learning.
- b. For S2 Subjects, tutor teachers have a better role than supervisors in terms of reconstructing pedagogical knowledge.
- c. The role of the tutor teacher according to subject S3 is to provide teaching assignments and monitor student attendance not to reconstruct their pedagogical knowledge.
- d. The role of the tutor teacher is to connect students with the campus in the implementation of the Field Experience Program at school.
- e. For subject S5, tutor teacher played a role in reconstructing pedagogical knowledge of prospective teacher students by providing knowledge on how to teach and how to become a professional teacher.

So it can be concluded that, tutor teachers have more role in providing pedagogical experiences during the field experience program

6. Role of Unit Roles Field Experience Program

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. For S1 subjects, Field Experience Program units within the campus environment only play a role in organizing internships and internships, not in reconstructing pedagogical knowledge of S1 subjects.
- b. According to the Subject S2, the Field Experience Program unit within the campus environment only plays a role in the implementation of internships and internships, not in reconstructing pedagogical knowledge of prospective teacher students.
- c. The Field Experience Program Unit only acts as a liaison between the school and the campus but not in the formation of pedagogical knowledge of the subject S3.

- d. For subject S4, the Field Experience Program unit as a facility provider for internship techniques in the field does not reconstruct pedagogical knowledge of prospective teacher students.
- e. For subject S5, the Field Experience Program unit within the campus environment only plays a role in organizing internships and internships, not in reconstructing pedagogical knowledge of prospective teacher students.

So it can be concluded that the Field Experience Program Unit also has no role in providing pedagogical experience during the Field Experience Program.

7. The Role of School Staff

Based on the results of the first and second interviews, which were then triangulated, the following valid data were obtained:

- a. School staff only play a role in the smooth implementation of the internship but not in the formation of pedagogical knowledge of S1 subjects,
- b. School staff only play a role in the implementation of apprenticeship but not in the formation of pedagogical knowledge of the subject S2.
- c. According to the subject S3, the staff's role is as a facility provider for internship techniques in the field not in reconstructing pedagogical knowledge of prospective teacher students.
- d. For Subject S4, the role of school staff as organizers of internships and provide space for students to improve pedagogical skills.
- e. The role of the School Staff is as a provider of space for students to carry out internships, not in the formation of pedagogical knowledge of subject S5.

So it can be concluded that the School Staff also does not play a role in providing pedagogical experience during the Field Experience Program.

IV. CONCLUSION

Based on the results of data analysis and discussion the following conclusions are obtained:

1. All research subjects say that 2 months is not enough time to provide pedagogical experiences to prospective teacher students.
2. All research subjects say that the Field Experience Program is very useful in increasing pedagogical understanding of prospective teacher students.
3. One subject out of five research subjects who are prospective teacher students who have pedagogical knowledge or experience from courses on campus. two subjects had pedagogical experience from courses on campus and a place of teaching (tutoring) and one subject had pedagogical experience from courses on campus and from internet media such as YouTube.
4. All research subjects said that their supervisor did not play a role in providing pedagogical experience during the Field Experience Program process.
5. All research subjects said that tutor teachers had more role in providing pedagogical experiences during the Field Experience Program.

6. All research subjects said that the Field Experience Program Unit and School Staff did not play a role in providing pedagogical experience during the Field Experience Program, the Field Experience Program unit was only a mediator in the implementation of the Field Experience Program.

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