
INCREASING STUDENT'S PROFESIONAL COMPETENCY AS PROSPECTIVE TEACHERS IN TEACHER PROFESIONAL COURSE

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ABSTRACT

This study aims to see the increase in the professional competence of prospective teacher students including: the ability to open learning, mastery of the material, clarity of material presentation, the ability to carry out variations in learning, ask questions, manage learning classes, and the suitability of time and learning materials. The subjects of this classroom action research were students majoring in Indonesian Language and Literature Education Class of 2020, Makassar Muslim University. The data collection technique used observation with quantitative qualitative data analysis techniques. The results show an increase in the average component of teacher professional competence which consists of the component opening lessons from 51.03 to 74.75. Mastery of the material from 50.74 to 76, 18. Clarity in the delivery of material 48.82, to 77.35. The ability to carry out variations in learning from 66.76 to 76.62. The ability to ask 48.82 to 74.26. Ability to manage class 58.82 to 75.29. Ability to close the lesson 66.76 to 76.62. Timeliness and material 67.28 to 78.76. So, the five-step active learning method can improve the learning outcomes of teaching profession courses, especially the professional competence of teachers as one of the competencies that must be possessed by teaching staff.

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A. Introduction

The purpose of National Education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students, so that they become human beings who believe and fear God Almighty, have noble character, are physically and mentally healthy and have knowledge and skills. responsible. To realize the ideals of national education goals, it cannot be separated from the role of the school which is one of the educational environments. School is a vehicle for the teaching and learning process, coaching participants in the context of developing their cognitive, affective and psychomotor domains.

One of the main and most important elements in the learning process at school is the teacher. The task of teachers in schools as teachers, educators and trainers. As a teacher, the teacher transfers knowledge to students to educate their brains. As educators, teachers guide and foster students so that they have noble character, are capable, active and creative, and are responsible. The teacher trainer is tasked with providing several skills so that their students will become human beings who are useful for their environment and able to be independent without depending on others. All of these tasks are professional duties of a teacher and can only be done if the teacher has and masters professional competence.

The teacher is the main actor in education and determines the smooth teaching and learning process. It can be said that the quality of education is largely determined by the quality of the teachers themselves in carrying out their duties. Therefore, efforts are needed to improve the quality of teachers, which in this case is the task of the LPTK (Institute for Education for Education Personnel). Teaching is the transfer of knowledge, but whether any transferred knowledge can be received properly and maximally by students, it really depends on how a teacher transfers the knowledge. In addition, it is also determined by the students themselves how the psychological atmosphere and attention given by parents and teachers at school, in order to create a conducive learning atmosphere. In order to create a conducive learning atmosphere, one thing that needs to be considered is the extent to which the basic teaching abilities of a teacher are. This basic teaching ability is a skill that is required to be possessed and implemented in the learning process (Rusmayanti et al., 2017). There are 8 aspects of basic teaching skills that will be measured in this study including open learning skills, mastery of material, clarity in delivering material, ability to carry out variations in learning, ability to ask

questions, ability to manage classes, ability to close learning, and skills to manage time and material accuracy.

Initial observations made at the Indonesian Language and Literature Education Study Program, Faculty of Letters, showed that the initial condition of students in the teaching process in the teaching profession was still very concerning, especially in terms of teaching practice. Some of the skills that should be owned by the teacher, have not been maximally owned by the prospective teacher students. Given the importance of teacher professionalism in carrying out their daily duties, we as lecturers at the Indonesian Language and Literature Education Study Program feel responsible for equipping students with developing teacher competence, especially professional competence. Considering one of the requirements to be able to pass and take the proposal exam, you must pass the Field Work Practice exam (PKL) conducted at partner schools. Therefore there is no other choice, the development of professional competence of prospective teachers must be carried out immediately.

Guidance and development of teacher competencies, especially professional competencies, are mostly carried out through training and practice, so teaching methods must be adjusted so that learning objectives can be achieved. Since the use of microteaching laboratories has not been maximized, it is necessary to strive to use the right method, so that training can be maximized. Therefore, the researcher used the five-step active learning method proposed by Shilberman (Siberman, 2012). The active learning method is an approach to educating students, by giving them an active role during learning (Kariadi & Suprpto, 2018)

B. Method

The method used in this research is the Classroom Research Method (CAR) or Classroom action research is research conducted in the classroom in the form of an action taken to improve or enhance maximum learning outcomes. In general, classroom action research consists of several cycles which are a repetition of the cycle if the previous cycle has not been successful. Each cycle consists of four steps, namely: (1) planning (2) implementation (3) observation or observation, (4) reflection. The subjects of this study were students of Indonesian Language and Literature Education class C1 and C2 class of 2020, Faculty of Letters, Universitas Muslim Indonesia. To overcome the problems encountered in the initial observations, the Five-Step Active Learning method is used, namely: (a) I hear, I

forget, (b) I hear and see, so I remember a little (c) I hear, see and discuss with friends, then I begin to understand (d) I hear, see, discuss and do, then I begin to know (e) I hear, see, discuss, do and teach, then I begin to understand. This fifth step is used in the teaching method in this study. The components of professional competence which are the object of this research are: Ability to open learning, Mastery of material, Clarity in presenting material, Ability to make variations in learning, Ability to ask questions, Ability to manage classes, Ability to close learning and Accuracy between material timings.

C. Result and Discussion

The results of the study which showed an increase in learning outcomes with the use of the Five-Step Active Learning teaching method, can be seen in the following table.

Table 1. The average increase in the value of professional competence from the pre test and post test

No	Components of Professional Competence	Pretest	Posttest
1	Skills open learning	51,03	74,71
2	Material mastery skills	50,74	76,18
3	Clarity in delivering material	48,82	77,35
4	Skills for conducting learning variations	61,47	72,50
5	Questioning skills	48,82	74,26
6	Class management skills	48,82	75,29
7	Learning closing skills	66,76	76,62
8	Ability to manage accuracy between time and material	67,28	78,76

Teacher professional competence is a basic competency that every professional teacher must possess and master (Rosali & Singkawijaya, 2013). Mastery of teacher competence in general is the responsibility of the Education Personnel Education Institution. The quality of the graduates of an educational institution is largely determined by the quality of the teaching staff. Therefore, before these prospective teachers enter the community to carry out their duties as teaching staff, the LPTK provides prospective teacher students with various teaching skills included in teacher competence. One of the competencies that provide guidance to become a professional teacher is professional competence, which consists of several skills. In order to improve these skills, it is internalized into the Five-Step Active Learning teaching method. By using the Five-Step Active Learning method, it can improve the aspects contained in the professional competence of teachers.

Increased competence from initial observation to final assessment has increased. Starting from the aspect of the ability to open learning. The ability to open learning is one of the important aspects that determine the success of learning. Teacher skills in opening learning greatly determine the level of motivation, activity, and interest in student learning (Monica & Hadiwinarto, 2020). Based on the results of research conducted, through the five-step active learning method, the skills of teacher students in opening learning can increase by 23.68%.

The second aspect that also experienced an increase was the mastery of the material. The ability of a teacher to communicate or transfer knowledge to students, is very dependent on the level of understanding of the material (Tuerah, 2015). Therefore, mastery of the material is an important aspect that must be considered. In this study, this aspect also experienced an increase due to the five-step active method. The result of the increase is significant, which is 25.44%. The next aspect is clarity in the delivery of material, this aspect is closely related to the previous aspect, namely mastery of the material. These two aspects are actually the main aspects that must be mastered by the teacher. Teachers must have the ability to explain the material with various principles that must be mastered, and use good planning so that the presentation of the material will be easily understood by students. In this aspect, there was also an increase of 28.53%.

Another aspect that has also improved through the five-step active method is the aspect of the ability to carry out variations in learning. This aspect is important for a teacher to have to eliminate student boredom during the learning process (Susanti & Janattaka, 2020). Teachers must package learning to carry out a creative and varied learning process so that students are always enthusiastic in learning. Variations can be done in many ways such as through gestures, voice, interaction patterns, learning models, and variations in the use of learning media. Through the five-step active learning method, the ability to carry out variations in learning by prospective teacher students has increased, which is 11.03%.

The fifth aspect that a teacher must have is the ability to ask questions. This ability is important to improve so that teachers can evaluate student learning outcomes and develop students' thinking power (Rusmayanti et al., 2017). In this study, after treatment using the five-step active method, the student teacher-prospective students' questioning skills increased by 25.44%.

The sixth aspect that will be improved is classroom management skills. Class management skills are teacher skills in creating and maintaining optimal and

efficient learning conditions as well as skills to restore a conducive atmosphere if problems or disturbances occur (Asmadawati, 2014). In this study, through the five-step active learning method, this aspect increased by 26.47%.

The next aspect is the skill to close learning. Closing learning skills are skills to end learning activities. The aim is to provide a comprehensive picture of the material that has been studied and to determine the level of understanding and student learning outcomes as well as the success of the teacher in a lesson (Supriatna & Wahyupurnomo, 2015). In this study, this aspect of learning closing skills also experienced an increase, which was 9.86%. The last aspect is the skill to manage timeliness and materials. This is closely related to how teachers prepare lesson plans. Skills in managing timeliness and materials will make learning more effective so that not a lot of learning time is wasted. Teachers who have these skills will be able to arrange a list of what learning activities will be carried out, so that learning will be more optimal and effective. All aspects of the skills that will be improved in this research, all of them have improved, indicating the success of the classroom action research conducted. This is because the exercises are carried out directly in front of the class every time they do lecture activities, so the more often the exercise is done, the more maximal the results obtained.

D. Conclusion

Based on the results of the research and discussion, it can be concluded that the five-step active learning method carried out by students of the Department of Indonesian Language and Literature Education can improve the learning outcomes of the Teaching Profession course, especially increasing the professional competence of teachers which consists of the ability to open learning, mastery of the material, clarity in presenting material. , the ability to carry out a variety of learning, the ability to ask questions, the ability to manage the class, the ability to close the lesson, and the accuracy between time and material.

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