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THE URGENCY OF TEACHING PRACTICES ON PROSPECTIVE TEACHERS' TEACHING ABILITY

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Abstract

Education is a kit for a person to free from the shackles of ignorance, poverty, and underdevelopment. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Teaching practice is an effort to demonstrate the competence of prospective teachers in planning, carrying out learning and assessing the effectiveness of learning. This study aims to determine the urgency of teaching practice on the teaching abilities of prospective teachers. The research method is using literature study. The results of the study show that teaching practice is one of the most important, because practice means conducting real experiments and during the experiment a practitioner pays attention to the ongoing process until finally knowing something is lacking and then trying to fix it. Teaching practice is carried out as an implementation of improving the teaching and learning process in the classroom. Teaching practice is something urgent that must be carried out by every student teacher candidate, because it trains them so that they have the ability to demonstrate performance in real situations in learning activities in educational institutions in the future.

Keywords: *The Urgency of Teaching Practice and Teaching Skills*

Abstrak

Pendidikan menjadi wahana agar seseorang terbebas dari belenggu kebodohan, kemiskinan, maupun keterbelakangan. Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik. Praktik mengajar merupakan suatu upaya yang menunjukkan kompetensi mahasiswa calon guru dalam merencanakan, melaksanakan pembelajaran hingga menilai efektivitas pembelajaran. Penelitian ini bertujuan untuk mengetahui urgensi praktik mengajar terhadap kemampuan mengajar mahasiswa calon guru. Metode penelitiannya yaitu menggunakan studi pustaka. Hasil penelitian menunjukkan bahwa praktik mengajar menjadi salah satu yang terpenting, karena praktik berarti melakukan percobaan yang bersifat nyata dan selama percobaan tersebut seorang praktikan memperhatikan proses yang berlangsung hingga akhirnya mengetahui kekurangan suatu hal kemudian berusaha memperbaikinya. Praktik mengajar dilakukan sebagai implementasi perbaikan proses belajar mengajar di kelas. Praktik mengajar merupakan sesuatu yang *urgent* yang harus dilaksanakan oleh setiap mahasiswa calon guru, karena hal tersebut melatihnya agar memiliki kemampuan memperagakan kinerja dalam situasi nyata dalam kegiatan pembelajaran di lembaga pendidikan kelak.

Kata Kunci: *Urgensi Praktek Mengajar dan Keterampilan Mengajar*



INTRODUCTION

The progress of a country depends on the quality of its citizens. Education plays an important role in improving the quality of these citizens because education is a kit used so that a person can be free from the shackles of ignorance, poverty, and underdevelopment. With education, a person can learn, understand, and practice new knowledge and skills, and in the end, they can continue to make changes to develop his life and life as a human being. If a country creates such a generation, what will happen is progress.

Indonesia has the highest source of law, namely the 1945 Constitution, which contains the goals of the state and the foundation of the Pancasila state. In fact, the intellectual life of the nation is one of the goals mentioned in paragraph 4 of the constitution. One of the efforts to achieve this goal is through the educational process (Dewanto, 2018). Law No. 20 of 2003 Article 1 Paragraph 1 states, “Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by theirself, the community, the nation, and the state.”

Education is one of the fundamental human rights. Education is also an immediate need that must be owned by every individual living on this earth to make a more meaningful life. Obtaining education means acquiring knowledge; with that knowledge, one’s degree is elevated. With knowledge, a person can work and achieve. With knowledge, a person can undergo worship perfectly. It is not limited to religious knowledge that must be learned, but worldly knowledge can also be sought as long as it brings benefits and does not conflict with the Islamic Aqidah (Kurniawa, 2018)

Education can be obtained anywhere, anytime, from or by anyone. However, those with the main task of educating, apart from parents, are pinned to the teaching profession. Without a teacher, the teaching and learning process will not occur. As written in the Government Regulation of the Republic of Indonesia No. 74 yrs. 2008 Article 1 Paragraph 1, “Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.” (Dewanto, 2018). Given the importance of this role, besides having to be physically and mentally healthy, teachers are required to have academic qualifications, competencies, educator certificates, and the determination to realize national education goals.

A teacher must have readiness in teaching, including being ready to create a practical, fun, and interesting learning atmosphere (Mansah & Safitri, 2022; Safitri et al., 2022). Therefore, before plunging directly into the real world of education, prospective teachers are allowed to carry out teaching practices



in the hope that they will become provisions. In addition to theory, that can provide benefits and actual experience in educating and teaching students in the future, and evaluating practice, sorting out which parts need improvement to create innovative learning.

As an educator, a teacher must instill the seeds of love before starting to teach, considering his students as siblings or even his children before he becomes his leader. In educating, teachers must use varied methods and not be monotonous (Arsyad, 2017). The teacher must have the ability or teaching skills to bring learning well and not be boring.

According to Mulyasa (in Rhamayanti, 2018), teaching skills are the initial skills the teacher should hold before plunging into learning in the classroom. Teaching skills are part of a relatively complex professional competence, integrating various teacher competencies as a whole and thoroughly. An educator must master eight basic teaching skills, namely: skills in carrying out variations, explaining skills, managing classes, skills in opening and closing lessons, skills in guiding small group discussions, skills in teaching small groups and individually, skills in asking questions, and skills in providing reinforcement.

Teacher candidates are usually asked to practice the lesson plans they have made in accordance with the lecture design. The previous semester (first semester), they studied more in material or theory about a related subject. In the second semester, students are tasked with making a Learning Implementation Plan or RPP and putting it into practice.

Teaching practice is an effort to demonstrate student competence in planning learning, carrying out learning, and assessing learning effectiveness. Teaching practice is implemented to improve the teaching and learning process in the classroom (Maarif & Ermawati, 2022). With this practice, students are expected to have provisions or an idea of how to correctly carry out a lesson at a certain level, both elementary and junior high and high school, according to learning creativity and innovation. Therefore, the author wants to examine the urgency of teaching practice on the teaching abilities of prospective teachers.

RESEARCH METHODS

This study aims to determine the urgency of teaching practice on the teaching abilities of prospective teachers. This research is included in the literature study because it collects library data, which is then read and recorded until it is processed into research results. This type of research is qualitative, in which findings are not obtained through statistical procedures. Qualitative research builds knowledge by interpreting multiple perspectives from various inputs from all participants involved in the research, not only from the researcher alone (Gunawan, 2022).

The data source is from the results of the literature review and documentation. After the data is collected, the next step is data analysis. According to Miles and Huberman, the stages are data reduction

(sorting out data), data presentation, and drawing conclusions or data verification (Rijali, 2019). This research is descriptive-analytic, where data is obtained from the results of a study of documents arranged descriptively, not outlined in the form of numbers, but in the form of a description of the situation under investigation in the form of a narrative report.

The library data sources used are:

1. M Elvianasti, Gufon Amirullah, and Putri Pramudiani (2019) titled “Profile of Teaching Ability Prospective Biology Teachers in PKM (Teaching Competency Development) Courses.”
2. Erwin Firdaus et al. (2021), titled “Basic Teacher Skills.”
3. Astri Sutisnawati (2017) with the title “Analysis of Basic Teaching Skills for Prospective Elementary School Teacher Students.”
4. Yani Achdiani and Dwi Ayu Rusliyani (2017) with the title “Knowledge of Basic Teaching Skills in Preparing Vocational High School Teachers.”
5. Leni Apriani et al. (2020), with the title “Levels of Confidence and Micro Teaching Skills.”

RESULTS AND DISCUSSION

Teaching practice is an important thing that every student-teacher must pass because practice means carrying out actual experiments. During these experiments, a practitioner pays attention to the ongoing process until they finally know something is lacking and then try to fix it. The following is a discussion regarding teaching practice and its urgency for the teaching abilities of prospective teachers:

Teaching practice concept

Practice in the Comprehensive Indonesian Dictionary (KBBI) means the actual implementation of what is called for in theory, usually carrying out work practices as doctors, lawyers, and so on, including teachers. In other terms, practice means actions carried out to apply the theory. Teaching is the process of transferring knowledge or conveying knowledge from an educator to students. Some expert opinions regarding practice are as follows (Krisnan, 2020)

Hamzah: “Practice means a learning process that involves motor movements and is carried out in the workplace or in the field.”

Sudjana: “Practice is one of the learning methods implemented so that students’ abilities increase by applying the knowledge they have acquired in real life.”

Roestiyah: “Practice is the active involvement of students in the field, not just making observations or observations. The goal is that students are better able to understand and work independently in future jobs in society.”

Practice is one of the two sources of knowledge, according to Wallace (1994), which is included in knowledge gained through experience because practice means providing direct experience to students to

carry out an actual learning process in the field. The other sources, of course, are knowledge obtained through formal and informal learning. These two sources are essential for developing professionalism (Kurniawan & Masjudin, 2018). Teaching practice is the actual implementation of the learning process in which there are techniques for delivering material, using learning methods and media, including guiding students to learn, motivating, managing classes, giving assessments, and so on.

Essential teaching skills of teachers

Teachers, as educators, must try to provide the best for their students. As an effort, a teacher is required to master basic teaching skills, which consist of 8 points, namely as follows:

1. Questioning skills

Asking, in this case, is not just a question submitted by the teacher to find out the results of the student's understanding but also questions asked with the aim that students can participate actively during the learning process. By asking, there will be an interaction between the teacher and the student. This active interaction can create a more lively and enjoyable learning atmosphere.

With questioning skills, a teacher can raise students' curiosity about learning material, focus their attention on the issues being discussed, increase learning activities, improve thinking skills, and help students achieve the expected learning goals (Firdaus et al., 2021).

2. Reinforcing skills

Reinforcement is all forms of response, both verbal and non-verbal, as well as part of the modification of the teacher's behavior towards student behavior. The aim is to provide information or feedback for students on their actions as an encouragement or correction (Sutisnawati, 2017).

Providing reinforcement or motivation is something very important. A student who is given a response to the good things he has done allows them to be more motivated to do those good things again, or even better. On the other hand, if a child commits a bad deed, it is necessary to give reinforcement to correct it so that he does not repeat it.

3. Variation skills

Classroom learning can avoid boredom if the teacher is good at managing learning in various ways. Learning variations make learning in the classroom not monotonous; the teacher explains and students listen from the beginning to the end of the lesson. Some things that can be varied are the teacher's way of teaching, the use of media and teaching tools, as well as variations in

interaction patterns and student activities. It all depends on the teacher's creativity in designing fun learning.

4. Explaining skills

It is well known that learning is a process of transferring knowledge from an educator to students. So, the process can not be separated from the method of explaining. Education must be qualified in explaining the material to students. The explanation conveyed must be adapted to the character of the learner. This is where the challenge for educators is to be able to convey their knowledge in an appropriate manner so that it can be captured and digested by students properly. Explaining here is not just a mere lecture from beginning to end but is also accompanied by guiding, involving students, giving feedback, directing, and helping students understand the subject matter.

5. Skills in opening and closing lessons

The initial apperception of learning is one of the important things that must be considered. The initial atmosphere will determine how the learning process lasts until the end. Therefore, opening lessons must be done as attractively as possible, keep students motivated, also make connections between the material to be studied and its relevance in life, starting with stories or other things.

6. Skills in guiding small group discussions

Discussion, according to Suparman S (2010: 149), is a teaching method by presenting problem to be faced and solved together by members of a group where each individual is given the freedom to argue. Meanwhile, according to Mulyasa (2006:79), a discussion is a process of a regular group conversation to share experience information, channel opinions, make decisions, or solve problems together (Anggreni, 2019).

One of the roles of the teacher is as a facilitator. This means that a teacher becomes a space for students to lean on when they need direction and guidance, as well as in small group discussions. Students cannot carry out a discussion by themselves except with guidance and direction from the teacher.

7. Class management skills

The teacher's success in learning, apart from being determined by the teacher's knowledge of teaching materials and teaching methods, is also determined by classroom management. Management of the physical condition of the class is related to the arrangement of class facilities and infrastructure that can support the smooth running of the learning process. Good classroom



management will increase the effectiveness of student learning. Classroom management must emphasize positive values to avoid focusing students' attention on negative things (Achdiani & Rusliyani, 2017)

8. Small group or individual teaching skills

Each student has unique, different characteristics. These differences need to be considered in learning so that they can develop and achieve optimal learning achievements. Mastery of knowledge of the small group or individual teaching skills is an essential requirement for teachers to be able to assist students in meeting their different needs. This is because the teacher is able to pay attention to each student according to their respective characters.

Teacher professionalism is expected to achieve the desired learning objectives and progressive education. To reach the top, you must master the basics. Mastery of basic teaching skills will be more complete if accompanied by practice because practice gives birth to experience, and experience is the best teacher in life.

Wardhani (2020) reveals that teachers will be ready to teach if they master the competencies related to teaching. Therefore, it is concluded that a teacher needs to prepare all physical, mental, social, and emotional conditions so that the learning can be carried out correctly in any situation (Meha & Bullu, 2021)

The urgency of teaching practice on the teaching abilities of prospective teachers

Before plunging directly into becoming educators in society, prospective teachers are equipped with teaching theories and practice. All is for them to provide, teach, or channel knowledge to students to realize the national goals of educating people. Practice is one of the most important because it means carrying out actual experiments. During these experiments, a practitioner pays attention to the process until they finally know something is lacking and try to fix it. As in the Arabic proverb:

جَرِّبْ وَلَا حِظُّ تَكُنْ عَارِفًا

(Try and pay attention, surely you will be the one who knows)

Teachers are required to be professional. A professional teacher is a teacher who has knowledge or is an expert in his field, masters learning strategies, and educational and teacher insights, and has skills in learning. In addition to theory, teaching practice is one way to hone the skills of prospective teachers in education. Professional teachers are required to be able to play the role of good managers who must carry out all stages of activities and processes learning with good managerial so that the goal learning that is expected to be achieved with results is satisfying (Hamid, 2017).

Some of the important points of the urgency of teaching practice are as follows (Elvianasti et al., 2019):

1. Teaching practice helps prospective teachers determine appropriate models, methods, and strategies for teaching

Using various models, methods, and strategies in learning is important. Teaching practice teaches prospective teachers to develop these variations, such as how teachers teach, motivate, instill noble character in students, and so on. Apart from theory, teacher candidates can observe their friends practicing and then study and create or combine strategies according to the material they will teach. They might do that with different tips so that teacher candidates can train their creativity in determining the suitable method or strategy for teaching.

2. Teaching practice assists prospective teachers in preparing lesson plans

Everything that will be implemented requires preparation to be carried out optimally. Planning, in a simple sense, is the process of preparing things to be done in the future to achieve predetermined goals. Planning means deciding what and how something will be done, including the mission, identification, setting goals, programs, and procedures for achieving these goals (Ananda, 2019).

Learning planning specifies the conditions for learning so that learning strategies and products are created. In other words, lesson planning is preparing teaching assignments or learning activities based on the principles and through the steps to achieve the goal (Jaya, 2019). Lesson planning is structured so that the teacher has a clear direction when learning, knows what he will convey with the right time estimation according to class hours, and maximizes the teaching and learning process.

3. Teaching practice equips prospective teachers to be more confident when teaching

Teaching means the interaction process between educators and students in the context of knowledge transfer. This shows that teachers must have the confidence to be the center of children's attention, not just one or two. Confidence is one of the necessary conditions for individuals to develop activity and creativity to achieve achievement (Apriani et al., 2020). However, not everyone immediately gains self-confidence before a crowd because self-confidence does not grow by itself. Training teacher candidates to appear in front of many people has become a platform for them to hone their self-confidence further. Hence, in the future, they will be able to control themselves in front of students. They would not be nervous, be calmer and more relaxed when teaching, and increase their creativity.



4. Teaching practice provides an overview of the actual situation when involved in the world of education in society

Teaching practice is an effort to provide opportunities for prospective teachers to get hands-on experience. As the saying goes, experience is the best teacher. This experience becomes an illustration for future teachers about the real world of teaching and learning. Experience also encourages students to reflect or look back at things they have experienced when practicing teaching. Thus, they can improve what needs to be corrected to increase their teaching skills.

In the end, teaching practice is something urgent that every student-teacher candidate must carry out because it trains them so that they can demonstrate performance in real situations in learning activities in educational institutions in the future.

CONCLUSION

Education is a determinant of the sustainability of a country. Apart from parents, the main task in educating is pinned on the teaching profession. Without a teacher, the teaching and learning process will not occur. Due to the importance of this role, besides being physically and mentally healthy, teachers are required to be ready to teach and create a practical, fun, and exciting learning atmosphere. Therefore, before plunging directly into the real world of education, prospective teachers are allowed to carry out teaching practice.

Teaching practice is essential for every student-teacher candidate to pass because the approach means carrying out actual experiments. During these experiments, practitioners pay attention to the ongoing process until he finally knows something is lacking and then try to fix it. The results of improvements in such a way are applied to future learning, and the deficiencies are sought not to be repeated. Thus the ability to teach continues to increase, and national education goals can be achieved as expected.

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