

**PROBLEMS OF STUDENTS CONDUCTING TEACHING PRACTICE:  
PERSPECTIVES OF NEW TEACHERS IN THE ENGLISH DEPARTMENT OF  
FKIP MATARAM UNIVERSITY ACADEMIC YEAR 2014/2015**



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# **Problems of Students Conducting Teaching Practice: Perspectives of New Teachers in**

**The English Department of Mataram University Academic Year 2014/2015**

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## **ABSTRACT**

This study entitled “*problems of students conducting teaching practice: perspectives of new teachers*”. This study aims to find out the problems of students who practice teaching. The subjects of this study were students who have finished doing teaching practice in English Department of Mataram University. This study was used descriptive qualitative method. The sampling technique of this research is random sampling. In this study, there were 22 students that were used to be sample. In collecting data, this study used two methods namely questionnaire and semi-structured interview. In questionnaire, the researcher used close and open ended questions to obtain information about problems students teaching practice which consisted of twenty- two of close questions and one of open question. In close ended question, responded by respondents using 5 likert- scales. In open ended question, one question used to obtain information about problems students teaching practice do not mention in close ended question Interview was used to find further information to complete the data. Then, the data were tabulated and analyzed qualitatively. Based on the findings or significant percentages, there were two major results that was found. First, in the term of readiness to practice teaching, student was ready to carry out their task in teaching practice. This is evidenced by the percentage of those preparing their lesson plans and confidence to undertake the teaching practice duty. Second, the problems student faced when becoming new teacher was problem in the management class. This is evidenced in open questioner and interview.

*Key words: problems, teaching practice, perspectives, and new teacher.*

### **A. Introduction**

The quality of education in Indonesia is still considered low. Many factors affect why education in Indonesia is so low and one of them that people often talk about is the quality of teacher. In the perspective of national policy, the government has formulated four types of teacher competence, as stated in the explanation of Government Regulation no. 19 of 2005 on National Education Standards, namely pedagogical, personality, social and professional. The

four competencies of the government have not met the ideal of educator as a teacher. An educator / teacher should also have basic teaching skills as suggested by Glickman (1991), "Basic teaching skill is a special skill or skill the teacher must possess". In addition, according to Shulman (1987), Pedagogical Content Knowledge of a teacher is very important to create learning that is useful for student. Institute of Teacher Training and Education Mataram University are an institution of higher education which is one of the main objectives to produce

education personnel graduate or teacher of profession and vocation that professional. To produce professional graduate's teacher obtain it through Field Experience Practice activities. Field Experience Practice must be implemented by students of FKIP Mataram University

From this Field Experience Practice conducted by students FKIP UNRAM, the author was interested to examine whether the students are ready to do the task of a teacher or not an also observe the problems they face as a new teacher.

## **B. Research Method**

This study used descriptive research design as a research method. This study focused on the problems of students conducting teaching practice: perspectives of new teachers in the English department of FKIP Mataram University academic year 2014/2015. The population in this study was 124 students who have completed the teaching practice in the English Department of FKIP Mataram University in the academic year 2014/2015 in which 22 them were selected as a sample of this study. 22 students were selected because according to Arikunto (2010), if the subject or population less than 100 is better taken all so that the research is a population study and if the subject is more than 100 then can be sampled between 10 - 15% or 20-25% or more, from the theory, then in this study take samples of 18% so that found the sample of the total population.

The data obtained from a series of questionnaires given by the researcher to the students. The questionnaire was presented in the form of closed and open questions. The data collection procedure consisted of two parts: The first section

consisted of 14 closed questions that are used to find out the problems of students conducting teaching practice in the perspective of new teachers in the English Department of FKIP UNRAM. The closed questions adapted and adopted from Government Regulation no. 19 of 2005 on National Education about the four basic competencies a teacher must have. Closed questions were given in the form of 5 Likert-scale responses of 5 (strongly agree), 4 (agree), 3 (less agree), 2 (disagree), and 1 (strongly disagree).

The second section consists of 1 open-ended question that aimed to find out the problems faced by students after teaching practice that was not mentioned in a closed question. If the respondent's answer appeared more than 3 times, it will be calculated and if the respondent's answer appears less than 3 times then it will not be counted.

To obtain more information, the researcher applied semi structured interviews to the respondents. Structured interviews were used to develop previous questions and enable researcher to create other questions during interviews related to study topics that aim to obtain detailed information and to find out the problems of students conducting teaching practice: perspective of new teachers.

In analysis, the collected data was accumulated and tabulated to find out the percentage in which each questionnaire item calculated as a percentage according to the student's choice. In addition to questionnaire, the interview was also conducted. After that, the researchers wrote a recording of a paper called transcription data. Data transcription aimed to facilitate researchers in analysing the data. After writing the data, the

researcher analyzed the important data obtained from the person interviewed.

### **C. Related Literature**

In this chapter, the researcher described some issues related to the problems of students' practice teaching and new teachers' perspectives. This chapter talks about, first: competence, followed by pedagogic competence, social competence, personal competence, professional competence. Second: basic teaching skills. Third: the management class and the last pedagogical content knowledge.

#### **1. Competence**

According to Norman (1985), competence is the ability to perform a specific task, action or function successfully. Competencies are used to create unique standards within disciplines and specialties. This encompasses educators, learners, and practitioners. Competency is more than knowledge since it includes the understanding of knowledge, clinical, technical, and communication skills, and the ability to problem solve through the use of clinical judgment. In addition, Verma (2006) states that competencies in education create an environment that fosters empowerment, accountability, and performance evaluation, which is consistent and equitable. The acquisition of competencies can be through talent, experience, or training (Barr, 2005).

Based on definitions from several domains, competence can be defined as the skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific situations (Epstein & Hundert, 2002). A competence is best described as 'a complex combination of

knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain' (Deakin, 2008).

In terms of teacher competence, Houston (1987) said competence is a "competency-based" teacher education requirement and includes the knowledge, skills and values that teachers must follow to successfully complete the teacher education program.

Competencies, in the most general terms, are "things" that an individual must demonstrate to be effective in a job, role, function, task, or duty. These "things" include job relevant behaviour (what a person says or does that results in good or poor performance), motivation (how a person feels about a job, organization, or geographic location), and technical knowledge/skills (what a person knows/demonstrates regarding facts, technologies, a profession, procedures, a job, an organization, etc.). Competencies are identified through the study of jobs and roles (Harvard University Competency Dictionary).

So, competence is a combination of skills, knowledge, and behaviours that can be observed and applied critically for success in an organization and work performance as well as one's personal contribution to the profession. Competence commonly divided into four types, namely pedagogical, social, personal, and professional competences.

#### **a. Pedagogic competence**

Indonesian government policy and regulation defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical

teaching and learning process, learning evaluation, and student's potential developments. Pedagogical competence refers to performance, knowledge and skill in teaching and learning (Cooper, 1986). Thus, it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Other than that, teachers are supposed to plan the lesson and pedagogical activities based on the students' learning style, prior knowledge, information retrieval style, cognitive needs, learning motivations, and social interaction styles (Darling & Bransford, 2005).

#### **b. Social Competence**

Social competence is one of the most widely investigated areas of human social behaviour. In recent decades, more and more emphasis has been placed in educational research on the study of the development of social competence. Social competence is increasingly recognized as vital to school readiness (Carlton & Winsler, 1999).

Social competence is an ever changing system, which consists of social motifs and social abilities and has the function to organize social behaviour, and to trigger the operation of the individual elements of the system. The system of social abilities is composed of simple and complex abilities and their components, that is skills, routines and the social knowledge accumulated by the individual (Zsolnai & Józsa, 2003). Social competence has traditionally been defined as the complex system of social abilities, habits, skills and knowledge. Argyle (1999) defines social competence as an ability, the mastery of social skills, which make it possible to generate the desired effect in social relationships. Schneider's

approach is very similar, viewing social competence as enabling one to engage in appropriate social behaviour, thus enhancing one's interpersonal relationships in a way not harmful to others (Schneider, 1993).

#### **d. Personal Competence**

Personal competences divided into four namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization (Hamidi and Indrastuti, 2012). While the Government Regulation No. 19 of 2005 states that personal competence includes personal steady, stable, mature, wise, authority and example. Furthermore, Komara (2007) believes that personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably.

#### **c. Professional competence**

Professional competence is the application of the concept life, particularly in highly complex and demanding profession, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation (Epstein & Hundert, 2002)

Concept of professional competence may be fruitfully applied to the teaching profession and that the multidimensional concept of professional competence makes it possible to integrate several strands of empirical research on the necessary characteristics of teachers. There is ample evidence that aspects beyond knowledge may be important in determining teacher success. These aspects include teachers' beliefs, work related

motivation, and ability for professional self-regulation (Goodman, 2008).

## **2. Pedagogical content knowledge**

Lee Shulman at the end of the year developed "Pedagogical Content Knowledge" in response to problems in teaching. Pedagogical Content Knowledge is described as a result of a mix of understanding of teaching materials (content knowledge) and understanding of pedagogical knowledge that blend into one that a teacher needs to have (Woollard, 2006). Eggen & Kauchak, (2007) formulate that Pedagogical Content Knowledge is an understanding of what effective learning methods to describe a particular material, as well as an understanding of what makes certain material easy or difficult to learn.

The two major parts that make up Pedagogical Content Knowledge are content knowledge and pedagogical knowledge. According to Shulman (1986), content knowledge includes knowledge of concepts, theories, ideas, frame of mind, methods of proof and evidence. Shulman also stated that pedagogical knowledge is related to teaching methods and processes that include knowledge of classroom management, tasks, learning planning and student learning. Pedagogical knowledge is synonymous with pedagogical competence of teachers according to Government Regulation No. 74 of 2008, pedagogic competence of teacher is the ability to manage learning learners that at least include understanding insight or educational base, understanding of learners, syllabus curriculum development, learning design, implementation learning that is educative and dialogical, the use of learning technology, evaluation of learning

outcomes, and the development of learners to actualize the various potentials it has.

Mishra and Koehler (2006) suggest that Pedagogical Content Knowledge is a pedagogical knowledge that applies to teaching specific content. Pedagogical Content Knowledge includes what approach is appropriate to the content or it can also be how the content elements can be organized for better learning. In addition, Loughran (2012) stated that Pedagogical Content Knowledge is "a teacher's knowledge in providing teaching situations to assist learners in understanding the content of facts of science".

Knowledge of Pedagogical Content Knowledge proposed by Shulman, by many researchers is considered a satisfactory answer to the transformation of subject matter into a form of presentation in the classroom (Dahar & Siregar, 2000). Cochran (1993) formulates Pedagogical Content Knowledge as: Concern the manner in which teachers relate their subject matter knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning.

So Pedagogical Content Knowledge differs from different types of content, because Pedagogical Content Knowledge is a blend of content and pedagogy in order to develop better teaching practices of content.

## **3. Basic Teaching Skills**

Basic skills of teaching teachers are generic skills or Basic Instructional Techniques Skills that must be mastered by a teacher. The basic teaching skills (teaching skills) are the most specific instructional behaviours that teachers,

lecturers, instructors, or universities in order to perform effective, efficient and professional teaching tasks (Glickman, 1991). Thus, the basic skills of teaching relate to some skills or abilities that are fundamental and must be mastered by teachers in carrying out teaching tasks. Those basic skills of teaching teachers are as follows.

### **a. Questioning Skills**

Asking is an element of language skills that is always there in the communication process, including in communication learning. Questioning skill is a greeting or question that the teacher asks as a stimulus to generate or grow the response (response) of the learners. Questioning skills include: (a) expressing the question clearly and briefly, meaning the question should be made with a simple sentence structure, (b) the reference, meaning before asking the teacher to provide references in the form of information that the student needs to know, (c) focusing students' attention on the core of a particular problem, (d) moving shifts, meaning that one question is answered in turn by some students. So after the students give the answer, the teacher asks the answer again to the second student to complete the answer, and then ask the answer again third and so on, (e) spread, meaning some different questions are addressed to different students, (f) giving of thinking time, meaning that after asking questions the teacher should wait some time before asking or appoint students to answer it, (g) guidance, meaning the teacher should provide guidance when the student answers are not as expected so that students are gradually able to provide

answers. Guidance can be given by revealing questions with simple language (paraphrasing), asking other questions, repeating material explanations.

### **b. Reinforcement Skills**

Giving reinforcement is an action against a form of good deed, so it can make a recurrence or increase the quality of the good behaviour at another time. Giving strengthening is done with the aim of: (a) increasing the attention of learners, (b) generating and maintaining learner's motivation learn, (c) facilitate student learn, (d) control and modify student behaviour and encourage the emergence of positive behaviour, (e) foster self-confidence in students, and (f) maintain a conducive classroom climate. Reinforcement can be done by verbal reinforcement, that reinforcement in the form of words. Like praise or comment and gestural reinforcement (non-verbal) that is reinforcement in the form of mimic and body movement, strengthening by approaching, strengthening with touch (contact), reinforcement with fun activities, strengthening the form of symbols or objects and unfulfilled reinforcement.

### **c. Skills in Using Variations**

Variation is the diversity that makes things not monotonous. So the skill of using variation is the skill of the teacher in using various ability in teaching to give stimulus to the student so that the learning atmosphere is always interesting, so the students are passionate and enthusiastic in receiving learning and teaching and learning activities can take place effectively. The purpose of using variations in the learning process is to

eliminate boredom in following the learning process, maintaining optimal conditions of learning, increasing the attention and motivation of learners, and facilitate the achievement of teaching objectives. Types of variation in teaching include: (a) variations in teaching styles, including variation of voice, focusing, silence, contact seeing, viewing and mapping and changes in teacher position, (b) variations in patterns of interaction and activity, the pattern of classical interactions, groups and individuals, and (c) variations in the use of methods, for example variations in the learning aids that can be seen, the variations of the listening aids, the variations of teaching aids that can be tangled and manipulated.

#### **d. Explaining Skills**

Explaining skills is a skill to present learning materials that are organized systematically as a meaningful unity, so easy to understand the learners. The purpose of explaining activities is to (a) help students understand various concepts, laws, theorems, etc. objectively and reasonably, (b) guide students to answer the "why" questions that arise in the learning process, (c) increase student involvement in solving various problems through a systematic way of thinking, (d) obtaining feedback from students about their level of understanding of the concepts described and for overcoming misunderstandings, and (e) giving students the opportunity to appreciate the process of reasoning in the settlement of uncertainty. Some aspects to be considered include: (1) the language used in the explanation should be simple, clear and clear, (2) the material to be explained is prepared and mastered first, (3) the points described should be summarized, (4) in explaining

and with examples and illustrations, and (5) checking the level of learners' understanding through questions.

#### **e. Skills in Opening & Closing Lessons**

Skills open a lesson is an attempt to teachers to mentally condition learners to be ready to receive lessons. In opening lessons learners should know the goals to be achieved and the steps to be taken. Skill closing lessons is a teacher's skill in ending the core activities of the lesson. In closing the lesson, the teacher can summarize the subject matter, know the level of student achievement and the level of success for the learning process. The goals of opening and closing the lesson are: (a) to engage students' interests and concerns about the lesson to be discussed, (b) mentally prepare the learners to be ready to tackle the issues to be discussed, (c) allow learners to know the level of learning in the lesson, (d) in order for learners to know the limits of their work to be done.

#### **f. Classroom Management**

The skills of managing the classroom is the ability of teachers in realizing and maintaining an optimal learning and teaching atmosphere. The objectives of classroom management are: (a) realizing classroom situations that enable learners to optimally develop their abilities; (b) eliminating barriers and disciplinary offenses that may impede learning-teaching interactions; (c) maintaining stable conditions in classroom settings, (d) serve and guide individual differences of learners, (e) organize all equipment and equipment that enables learners according to the social, emotional, and intellectual environment of learners in the classroom.

### **g. Small Group Discussion**

Small group discussion is a learning process undertaken in group cooperation aims to solve a problem, review a particular concept, principle or group. For that teachers have a very important role as a guide for the discussion process can take place in accordance with the purpose of learning. The principles of guiding small group discussions include: (a) carrying out discussions in a pleasant atmosphere, (b) allowing sufficient time to formulate and answer problems, (c) plan group discussions systematically, (d) guide and make teachers as a friend in the discussion.

### **3. Classroom Management**

According to Berliner (1988), classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the educate take place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behaviour by students. The term also refers to the prevention of disruptive behaviour of students.

Moreover, Parsons, Hinson & Sardo Brown (2003) have another definition about classroom management. They see it is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviours of learners. Human behaviour is the most complex phenomenon. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively. Classroom management refers to all those essential activities which are highly necessary not only to create but also

to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom.

Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning. It also defines the role of the students, their behaviours, choices, and the overall targets and tone of the school. Strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen & Iverson, 1999).

### **D. Results**

From the data, it was found that most respondents from all aspects of preparation for teaching practice chose strongly agree and agree in which 17 people or was about 77.27% of respondents said strongly agree where the rest that is 5 respondents or was about 22.27% said agree with it. Followed by the teachers' confidence in teaching, 9 respondents (40.9%) chose strongly agree, 10 respondents (45.45%) said agree and the other 3 respondents (13.63%) said less agreed. In term of studying before teaching, 10 respondents (45.45%) said strongly agree, other 10 (45.45%) said agree and 1 respondent (4.54%) chose less agree and 1 other (4.54%) chose disagree.

In terms of teaching implementation, using a variety of method, the respondents had various answers, those were 9 respondent (40.9%) chose strongly agree, 11 respondents (50%) said agree, 1 respondent (4.54%) chose less agree and

other 1 respondent (4.54%) disagree. When it came to teaching by giving examples, 10 respondents (45.45%) strongly agreed, 9 ones (40.9%) agreed and 3 others (13.63) chose less agree. For given praise to the students answering the questions and interacting to students directly, the results were the same in which both of them got 12 respondents (54.54%) said strongly agree and 10 ones chose (45%) agree.

For the aspect of classroom management carried out such as recognizing the ability learners 5 respondents (22.72%) strongly agree, 11 ones (50%) agree and 6 ones (27.27%) said less agree. For controlling in the class, 4 respondents (18.18%) strongly agree, 12 (54.54%) agree, 3 (13.63%) less agree, and 2 (9.09%) disagree. In term of understanding the characteristics of learners, 7 respondents (31.81%) strongly agree, 13 (59.09%) agree, 1 (4.54%) less agree and 1 other (4.54%) disagree.

In the evaluation aspect, it was suggested that giving school assignment to learners made 9 respondents (40.9%) strongly agree, 10 (45.45%) agreed, and 3 (13.63) said less agree. For repeating every basic competence, 10 respondents (45.45%) strongly agree, other 10 (45.45%) agree and only 2 (9.09%) said less agreed. In term of getting remedial for unfinished test, 12 respondents (54.54%) strongly agree, 6 (27.27%) agree, 3 (13.63%) less agree and only 1 (4.54%) disagree. The last was evaluating the cause of low value. In this term, 5 respondents (22.72%) strongly agree, 14 (63.63%) agree, 2 (9.09%) less agree and 1 (4.54%) disagree.

As the previous researcher put it, this questionnaire sub-title contained some teaching practice issues collected from

open questions in the questionnaire. In an open question, the researcher asked respondent to express their opinion on students' problems in teaching practice that were not mentioned in the questionnaire provided by the researcher. In addition, student was also asked to write down the reason why they mention the problem.

From the interview result, the researcher concluded that from all of the interview results, it was find out as follows; the teacher's task, the readiness of the students who are ready to practice teaching, and the problems faced during the teaching practice that has been done by the students who have completed the teaching practice. Several results that were found from the interviews have been previously found as the highest percentage in the questionnaires. In other words, the findings of this interview are not only to find out the preparations and problems faced by students who have teaching practice, but also as the supporting data obtained from the questionnaire because the data is the same as the data in the questionnaire.

In the category of knowing the teacher's assignment, almost all students gave a statement "agree" to the teachers' job as the basis for being competent in carrying out the stated teaching practice. Houston (1987) defines competence as the requirement of teacher education and includes the knowledge, skills and values that teachers should follow to successfully complete the teacher education program. Based on in depth interview, the student revealed that before carrying out the teaching practice the students have been given some knowledge of the teacher's duties.

Furthermore, the student placed the top sequence in the ready to do the task of

teacher that related to personal competence or self-understanding. The result was supported by Hamidi & Indrastuti (2012) in which they believe that personal competence was related to personal ability, self-understanding, self-direction, self-direction and self-conscious. Student stated in the interview that they were ready to carry out the task of the teacher since they have learned the task of teacher when they study micro teaching.

The last category was a problem faced by student who had completed a teaching practice or new teacher. One of the most commonly mentioned problems faced by student was the process of classroom management. Classroom management refers to all activities that were necessary to create a supportive and orderly atmosphere as well as prevention of student-disturbing behaviour. These findings were confirmed by Berliner (1988) who said that classroom management was a key feature of the entire educational process. Woollard (2006) further mentioned about Pedagogical Content Knowledge in response to problems in teaching. Pedagogical Content Knowledge is described as a result of a mix of understanding of teaching materials

(content knowledge) and understanding of pedagogical knowledge that blend into one that a teacher needs to have.

### **E. Conclusion**

In conclusion, in the term of readiness to practice teaching, student was ready to carry out their task in teaching practice. This is evidenced by the percentage of those preparing their lesson plans and confidence to undertake the teaching practice duty. Moreover, the problems student faced when becoming new teacher was problem in the management class. This is evidenced in open questioner and interview.

### **F. Suggestion**

After conducting this study, the researcher suggests that this research could be used by teacher or lecturer in helping students to handle teaching practice issues. For the students, this study carry out teaching practice to prepare everything that is necessary to be prepared for teaching practice. For further researcher, they could discuss the preparations and problems they will face when practice teaching by using observation from time to time to get better result in their research

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