



Readiness of PSTE Students to Become Elementary School Teacher (Self Reflection Study)

Grace Amialia A Neolaka

President University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i2.2352>

Abstract

The purpose of this study is to describe the readiness of PSTE student to become an elementary school teacher through self reflection study. The methodology in this research is qualitative with documentation dan observation approaches. The data source was PSTE student batch 2017 on President University, namely 4 participants who were chosen based on research needs. The result of self reflection study found that readiness of PSTE student to become elementary school teachers varies depending on their standard on self reflection. In addition, it was also found that there were two groups of PSTE students in this study, namely 1) a group of student who made self-calling as standard in their self regulation and 2) a group of student who made competence as standard in their self regulation. The readiness of PSTE student to become elementary school teachers could not be standardized by the self-reflection model because it was personal, subjective, and dynamic following the development of each individual. But, self reflection could be tool for helping PSTE student to prepare themselves as a prospective teacher in the future. The findings from this research can be used as a reference for teacher education program on enhancement PSTE student readiness especially on pedagogy and English language skills and develop habit of self-reflection as prospective teacher.

Keywords: *Readiness; Self Reflection; Elementary Teacher*

Introduction

Education in Indonesia will definitely get better. This can be seen from the increasing awareness of the government about the quality improvement. With the changes and innovations made by the current government, it appears that the potential for education in Indonesia is getting better. Especially the quality of the teacher. Like in war, teachers are the soldiers who are directly in the field facing an invisible enemy, namely ignorance. The government as a strategy maker on war will suffer defeat if it does not make large investment in improving the quality of existing teachers. Actually, this investment has been done a lot by the government. For instance, the ministry of education and culture's program now focuses a lot on improving teacher quality. One of the programs is mobilizing organization program where the main target is focused on enhancement the competences of 50 thousand teachers (Kemdikbud, 2020).

Teachers also need regeneration. Based on 2017 data, it is noted that there are more than 1.4 million active teachers registered in the Ministry of Education and Cultere DAPODIK. And it was noted also that the numbers of teachers who are aged 50 years old above is 33 % (Kemdikbud, 2020). That means, in the 3-5 years later, Indonesia will enter a teacher crisis era. Therefore, the government needs to regenerate teachers through teacher education. Elementary Teacher Education is one of the study programs which designed to produce high quality elementary teachers. Quality elementary teachers as stated by Ki Hajar Dewantara are teachers who can be the inspiration and role models to their students (Tohir, 2016). Accordance to that, the government itself in UU Guru & dosen states that there are 4 competencies of teachers which be standard for teacher quality (UU RI, 2005). The four competencies referred to professional, pedagogical, personality and social competencies. The government is aware that to have the 4 competencies for teacher is not easy. Therefore, they issue a policy about this. The policy state that student teacher graduates will receive the title of teacher candidate and will become teacher if only they re-participate in certification education according to their respective fields of descent. In other program, the teacher education also has developed the curriculum to meet the four existing competencies. Subjects and learning programs are prepared by study programs to prepare PSTE students be good teachers. But with all the programs and courses given, the question is 'is it enough to bring out a sense of preparedness in the students themselves?' This thought need be answer.

Become a teacher is a life journey. Whether someone is ready or not to become a teacher is a bit difficult to measure. Based on the results of interviews with several professional teachers, it was found that they had readiness to become teacher after two years of being professional teachers. There are also some of them who stated that they were ready from the first time they took the educational path as teachers. Even so, they also added that their readiness was shaky because they saw that there were some facts that being a teacher was not as easy as they had imagined. Looking at the life experiences of professional teachers, researchers feel the need to conduct research that helps PSTE students find and assess their readiness to become elementary school teachers in the future. Self-readiness in this case is measured by their results in self-regulation as PSTE students. Self-regulation activities will lead them to assess self-readiness, and determine what next action can be taken in preparation.

Readiness to Become an Elementary Teacher

When we talk about readiness, actually we are talks about a condition. This think was stated by KBBI (2020) that the meaning of readiness is a state of being ready. Ready means that it is finished and ready. In other words, readiness means a condition where someone is finished and is ready to do or become anything. And when we associated it with being a teacher, readiness to become a teacher means a condition that a person has finished and willing to become a teacher. Slameto (2010) in his book writes that "readiness is the overall condition of a person that makes him ready to respond in a certain way to a situation" (p. 113). All of these conditions include physical, mental, and emotional (Rita Dangol & Milan Shresta, 2019). This means that in the context of being ready to become an elementary teacher, someone is said to be ready if they are physically, mentally, and emotionally ready to become an elementary school teacher. It's finished means that it is in accordance with the standards of a teacher's physical, mental, emotional self, so that with this measure, he can state that he is willing to become a teacher.

Furthermore, complementing the previous explanation, a study designed a learning readiness model that was applied from the bandura social theory in the model design, there are 3 dimensions, namely; Emotive Attitudinal Readiness, Cognitive Readiness, and Behavioral Readiness. To see someone's emotive attitudinal readiness ready, we can look at the responsibility to perform job, enthusiasm for a job, volition adapt to job at any time, comfort and independence in carrying out their jobs, reward the intrinsic value in job. Meanwhile, to see a person's cognitive readiness, we can see through having cognitive skill and think critically important to perform his job, conscious of their own strength and deficiency, already made the relationship between the job done and the real world

applications, conscious of themselves and willingness to perform a job, capable of integrating concepts and instruments of various scientific discipline. Furthermore, for behavioural readiness can be seen through willing to carries on the function partnership with their colleagues in working and facilitators, serta proficient set a time to achieve objectives in undertaking these job (Maddox, 2000). From this explanation, it can be said that the form of readiness of students as teachers can be seen from the condition of their emotional attitudes, knowledge, and behavior as a teacher. In another study regarding the formation of readiness to become an elementary school teacher.

Movkebayeva et.all (2016) produced a model in which it was described that there were 3 components in the formation of readiness formation, namely motivation and values, content-related and operational and pragmatist. The two studies above appear to be complementary. The components of readiness show the form of readiness itself. Next, when viewed from the theory of human development, readiness is influenced by many factors. I made Adi Mahardika et.all. (2019) explain that these factors are determined by their ability to master their fields, interests, talents, harmony with the goals to be achieved, attitudes towards their professional fields, determination, enthusiasm, and the environment. If we categorize it, the factors mentioned above are divided into two categories, namely internal factors and external factors. This is in line with what Winkel and Sri Hastuti (2006) said that a person's readiness to enter the world of work is influenced by internal and external factors. Based on several studies and theories, it can be synthesized that readiness to become an elementary teacher is a condition that has been completed and is willing to become an elementary teacher. The conditions in question consist of components of student motivation and grades, emotional attitudinal readiness, content-related (cognitive readiness), operational and pragmatic (behavioral readiness). Each component is influenced by its development by internal and external factors of students.

Self-Reflection

Self-reflection is the activity of thinking when someone sees the depth and evaluate of himself. Through self-reflection, one examines one's own experiences to become aware of the thoughts and feelings that are in the mind so that they can become aware of their existence (Marjorie Schuman, 2019). Through this statement it can be said that self-reflection is an activity carried out within a person. Invisible, residing in one'e conscious mind. The process of thinking in self-reflection is carried out when learners look back on their past learning experiences and see what things have been done (Lew & Schmidt, 2011). In other words, they look back at how and what was learned. In the process of visiting this previous experience, Hatcher and Bringle stated that reflection will be effective when someone relates it to learning objectives, is directed, is carried out regularly, allows feedback and assessment, and includes clarification of values. (as cited in Mahdavinia, et al. 2011). That means someone might be able to do self-reflection, but it will not have a meaningful impact if it is not connected with the things that have been mentioned above.

The process of thinking in self-reflection is carried out with the aim of giving meaning to every experience visited. Successful meaning will produce guidance for future action (Soriano L., Mann D., & Friesen M.R, 2019). Completing the previous statement, Wai Sing Cheung & Joycelyn Lai Ngok Wong (2017) explained that self-reflection also aims to help someone find solutions to problems based on one's beliefs and knowledge so that the results affect the construction of one's professional knowledge development. This activity can also help students to learn and develop (Poom-Valickis & Mathews, 2013). Thus, the self-reflection process which is carried out effectively will both in the development of students in learning and in their professional development. In doing reflection, a person basically goes through several stages. Based on the reflective practice continuum stages issued by Finlay, the reflection process carried out in this study is the first stage of reflection in which students reflect on their learning and evaluate it (Charlotte Meierdirk, 2016). In this research, students reflect through writing that they write with a guide to several questions. The questions were made to help them identify themselves as

students in the process of becoming professional elementary school teachers. The purpose of self-reflection is to explore the readiness of student teachers by visiting their past experiences related to their initial motivation to study at PSTE, knowledge of the meaning of being an elementary school teacher, and experiences while studying at PSTE.

Method

This research was conducted qualitatively. With the observation and documentation approach. The study was conducted for 5 months in January-May 2020. The research site was conducted at President University. The data source is PSTE student from batch 2017, namely 4 participants who selected according to research needs. Data obtained through documentation of data reflection and observation. The analysis technique uses qualitative descriptive analysis in the form of graphic images and tables. The validity of the data used data triangulation.

Result

Self-reflection carried out by 4 students teacher based on the 5 questions given, namely: 1) what it means to be a teacher for me; 2) what motivated me to study in PSTE study program; 3) what memorable experiences during my time as a PSTE student have changed my perspective or attitude as a PSTE student; 4) am I ready to become an elementary teacher; 5) What will I do in the future to become an elementary teacher. The following is data processing and discussion of the findings obtained. The data were described and processed. Data processing was carried out based on each question on self-reflection. In each student's answer, there are similarities that can be drawn conclusions. Every PSTE student sees that being a teacher means being a role model, is a job with a calling, dedication, requires competence and skills, and needs to always learn and do self-evaluation. Of the four descriptions given by the students, role models were the ones they mentioned the most. Three out of four participants agreed that the teacher is a role model. Furthermore, having competences and skills is the second picture of following a role model. Below will be presented data on the meaning of being a teacher for participants in the form of a pie chart.

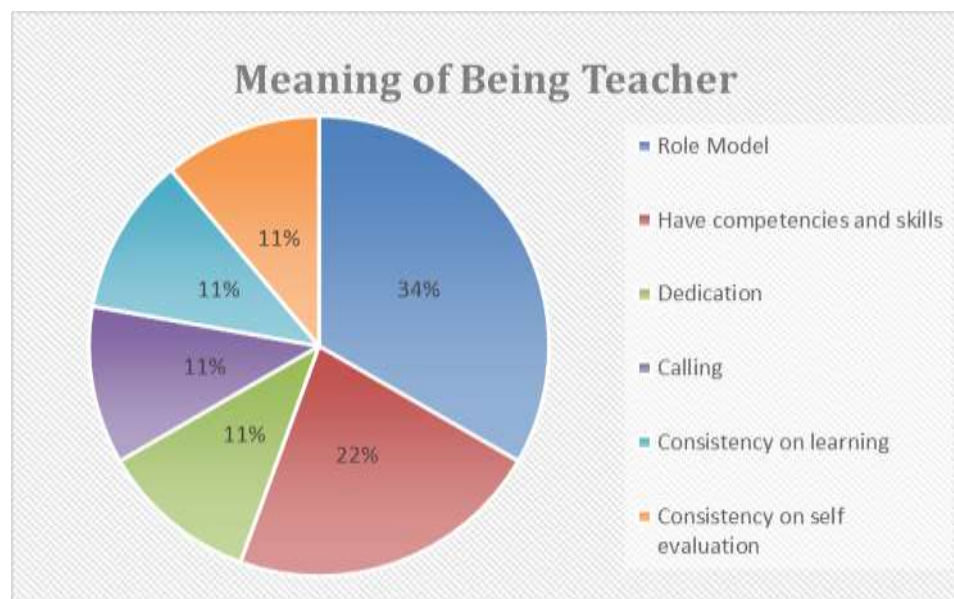


Figure 1. Chart of Meaning of Being Teacher

Based on the picture above, it can be seen that the role as a role model has a big meaning for PSTE student.

Motivation to Study in the PSTE Study Program

Based on the data description, it appears that the motivation for each participant to take courses in the PSTE study program is different. From the data obtained, it can be seen that three out of four participants have motivation from outside themselves. In full, one person received encouragement from his family, and two others received scholarships.

Memorable Experiences While Becoming PSTE Student that Bring Change

The data from this question shows that the memorable experiences for participants while being PSTE students were different. Arini and Ajeng said that internship is a valuable experience. Through it, they gain real and direct knowledge and skills. Other memorable experiences include peer teaching and involvement as an Olympic event supervisor experienced by Andini, as well as teaching private lessons experienced by Mira. Although the time, place, and activities carried out by each participant were different, it was seen that there was one thing in common in the data that was described. All memorable experiences are immediate and real. The changes experienced by each participant due to memorable experiences differ from one another. When processed, it is found that more changes occur in their perspective. Andini, and Mira changed their perspective in seeing meaning and working as teachers. Andini sees that being a teacher is a noble and fun job, and Mira sees that being a teacher doesn't always work to earn money.

Readiness to Become an Elementary School Teacher

The data obtained from the four participants stated that three of the student teachers namely Ajeng, Andini, and Mira stated that they were ready. On the other hand, Arini stated that he was still in doubt. The readiness of the three participants was felt to have different levels. This can be felt from the way they express readiness in their writing. Ajeng wrote 'ready and willing to become a professional teacher', while Andini and Mira wrote 'must be ready'. The flow of PSTE students' readiness levels can be seen in the image below.

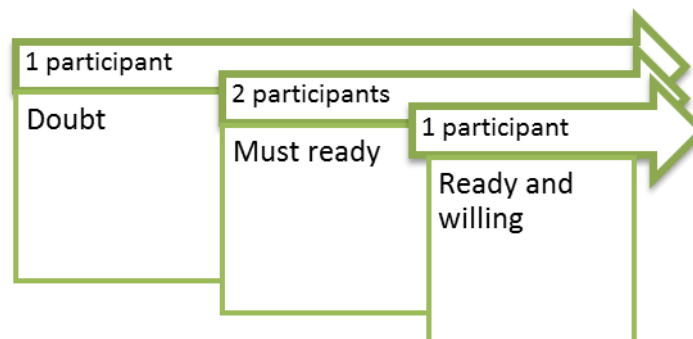


Figure 4. Flow of Readiness Stages of Being Elementary School Teacher

Action Plan to Be Taken to Become an Elementary School Teacher

The data obtained for this question shows that par will student teachers will always learn. The things they will learn include pedagogy and language. In addition, they will also continue to develop themselves. In this case, self-development includes attitude, manners, social skills, self-confidence and curiosity. Another answer that differs from other parties is to make a difference. To clarify it will describe this action plan.



Figure 5. Action Plan to Become an Elementary School Teacher

The four processed data when compared and combined into one will provide a complete picture of the development of PSTE students' readiness. Every aspect that is displayed and asked in PSTE student 'self-reflection is related and influences one another in preparing PSTE students' readiness to become elementary school teachers. The following below will show the relationship between each aspect and show the relationship and linkages.



Figure 6. The flow of PSTE students' readiness to become elementary teachers in all aspects

Based on the plot image above, it can be seen that the readiness process of President University PSTE student teachers to become elementary school teachers has the same stages as in the learning process.

Research Findings and Discussion

From the findings of the meal, then a discussion was carried out. It was found that the PSTE students' readiness to become an elementary teacher was different. And the experiences they receive while being PSTE student are tentative to influence their readiness. The data process shows that their readiness is not absolute because the reason they feel ready to become teachers is because being a teacher is not an option but a necessity. It means ready not ready they "have to be ready" to become teachers. Interestingly, these findings are consistent with the results of interviews with participants in the following months when they have entered the thesis period and their answers are still the same "must be ready". This is in line with the researchers' interviews with several professional teachers asking about their experiences when they were PSTEs' students about their readiness to become elementary school teachers and when they were ready. They stated (2020) that readiness was obtained over time as they became increasingly involved as elementary school teachers. Even after they graduate and have been teachers for 2 years, they still don't feel ready.

The experiences of these teachers when compared with participants in the study indicate that the length of time does not determine a person's readiness. Readiness is a developmental process (I made et al, 2020). The development process of someone's ready to become a teacher cannot be measured absolutely when they are still in college. This is because the development of this readiness is seen from all aspects and is influenced by many factors. Therefore, it is a process of self-discovery over time. Several theories state that the readiness of each participant varies depending on the level of maturity of each (I made et al). Mira as the oldest participant from the beginning in her reflection has shown interest and interest as a teacher. Even some of his experiences during practice immediately changed his perception of being a teacher. He also stated that he must be ready to become a teacher. Interestingly, Mira's age as the oldest PSTE student does not define her more mature readiness. On the other hand, as the youngest student, Ajeng initially enrolled in the PSTE study program and still had outside interests, but over time, when he had to practice teaching in his childhood primary school, he became convinced and declared that he wanted to become a teacher. From these two comparisons it can be said that the maturity referred to is not seen by age. But maturity from the development of all aspects of themselves, be it emotional, cognitive, and behavior.

Another thing that was found from the two comparisons of the participants was the impressive level of experience they had while being a PSTEs' students. The internship that he did so impressed him that he changed his decision to become a teacher because he had a sentimental impression of the experience. When he reflects on himself, it feels like he is returning to his childhood school. This brings out strong emotions and a calling to be a teacher. When asked further about his feelings about teaching at his childhood school, Ajeng is very happy because he can remember all the good memories of being an elementary school student. He is also happy to meet his childhood teacher who is now his mentor at school. This inner bond turned out to make Ajeng called and ready to become a teacher. This is what is called conviction. Ajeng shows conviction, which is one of the parameters in the emotional component (Movkebayeva, Z.A., Oralkanova, Indira A, et al., 2016). Marriam Webster dictionary (2020) writes that conviction means a strong persuasion or belief. This believe is built from an internal process that is experienced by ajeng. The influence of teachers and teaching experience in childhood schools is an external factor that affects their readiness to become a teacher (I Made, et al., 2020).

Similar to Mira, Andini feels that she "must be ready" to become a teacher. This shows that his readiness still comes from outside, not yet a conviction from within. Mira and Andini, however, differ in their interests. Mira was very interested, while Ajeng was not interested from the start. Although some experience and involvement had changed the concept of being a teacher. But based on the results of reflections and interviews with Andini, he stated that he still did not have the calling to become a teacher. In contrast to ajeng, although at first he had no intention, after his childhood experience, he was ready and sure to become a teacher. Furthermore, it was found that one of the participants, Arini, still felt hesitant about becoming an elementary school teacher even though she had direct experience which was impressive. From the description of the data, it was explained that from her experience during the apprenticeship seeing tutors, Arini felt inspired. But when asked about his readiness, he still felt doubtful. He found that he was not quite ready in terms of competence and skills as a teacher. He realized that in the real world being a teacher was more difficult than just the theory they had accepted in the classroom. Arini did self-reflection and evaluated that being a teacher in a real situation was not a joke. He realized that being a teacher is something that always requires self-reflection and learning. From this it is found that one's self-reflection will bring a person honest and self-discovery. In contrast to Ajeng who was mention before, Arini felt doubtful and needed to prepare herself more. This means that there are different ways of reflection in them. Even though the questions asked are the same, the thought processes in each person and the mirror used in each person's mind provide different answers and conclusions.

When compared together with the four existing PSTE students, it was found that different mirrors in self-reflection were used. They were divided into 2 groups based on the main measure of self-

reflection, namely PSTE students who saw self - calling as a standard of readiness, and PSTE students who saw competence as a standard of readiness. Arini and Mira reflect themselves with an inner view that teachers must have several competencies. Meanwhile, Ajeng and Andini prioritize self-calling as their measurement on reflection. To be clearer, the following two groups of students are described based on their belief in reflecting on their readiness.

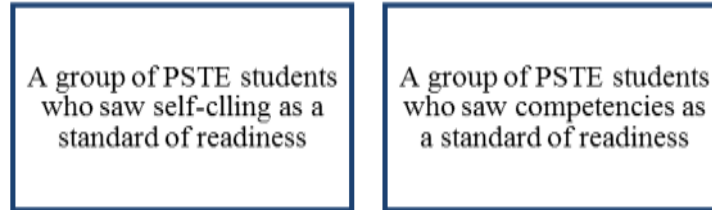


Figure 7. Groups of PSTE Student accordance to Their Belief System of Readiness

The results of their reflection are personal, subjective, and influenced by various other stages of psychological development within them (Marjorie Schuman, 2019). Therefore, it was found that the readiness of student teachers to become elementary school teachers could not be standardized by the self-reflection model because it was personal, subjective, and dynamic following the development of each individual. But, self-reflection could be tool for helping PSTE student to prepare themselves as a prospective teacher in the future.

Conclusion

Through this self-regulation study, it was found that the readiness of each PSTE student to become an elementary teacher is different. Their readiness gradually goes from doubt, to be ready, to be ready. Through the regulations implemented, they find and become aware of their readiness as elementary school teachers. Each PSTE student has their own level of readiness accordance of their belief. Their ability to reflect themselves is determined by the standard of each student teachers in self-reflection as we called belief system. Regarding to that, it was found that there were two groups of PSTE students who use competence as a standard in self-regulation.

Reference

- Cheung, W.S., & Wong, J.L.N. (2017). Understanding reflection for teacher change in Hong Kong. *International Journal of Educational Management*, 31 (7), 1135-1146 <https://doi.org/10.1108/IJEM-01-2016-0007>
- Dangol, R., & Shresta, M. (2019). Learning Readiness and Educational Achievement among School Students. *International Journal of Indian Psychology*, 7 (2), 467-476. DOI: 10.25215/0702.056
- Johnson, Andrew P. (2020, October 5). Being and Becoming Teacher. https://www.academia.edu/8449699/BEING_AND_BECOMING_TEACHER
- KBBI online. (2020, September 25) <https://kbbi.kemdikbud.go.id/entri/kesiapan>
- Kementerian dan Kebudayaan. (2020, September 18). Program Organisasi Penggerak. <https://sekolah.penggerak.kemdikbud.go.id/organisasipenggerak/>
- Kementerian dan Kebudayaan. (2020, October 3). Pusat Data dan Teknologi Informasi. <http://statistik.data.kemdikbud.go.id/>
- Lew, M.D.N. & Schmidt, H. G. (2011). Self-reflection and academic performance: is there a relationship? *Adv in Health Sci Educ.* 16, 529–545 DOI 10.1007/s10459-011-9298-z
- Maddox, N., Forte, M., & Boozer, R. (2000). Learning readiness: an underappreciated yet vital dimension in experiential learning. *Developments in Business Simulation & Experiential Learning*, 27, 272-278.

- Mahardika, I.M A., Triapalupi. L. E., & Suwendra, I.W. (2019). Faktor-Fktor Yang Mempengaruhi Kesiapan Menjadi Guru Pada Mahasiswa Jurusan Pendidikan Ekonomi Angkatan 2014 Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undhiksa*, 11, 260-270
- Mahdavana, M., Tabatabaei, S.A., & Rahimi, A. (2011). An evaluative Case Study: Reflection-focused Assessment. *Language Testing in Asia*, 1(3), 9-21
- Meierdirk, Charlotte. (2016). Reflections of Student Teacher. *Reflective Practice* 18(1),1-19. doi: [10.1080/14623943.2016.1230054](https://doi.org/10.1080/14623943.2016.1230054)
- Movkebayeva, Z.A., Oralkanova, I. A., Mazhinov, B.M., Beisenova, A.B.,& Belenko, O.G.(2016). Model of Formation for Readiness to work within inclusive education in teachers. *International Journal of Enviromental & Science Education*. 11, 4680-4689
- Poom-Valickis, K., & Mathews, S. (2013). Reflecting others and own practice: an analysis of novice teachers' reflection skills. *Reflective Practice*, 14 (3), 420-434.
- Schuman, Marjorie. (2019, March). Inquiring Deeply About Self Refelction. www.drmarjorieschuman.com
- Sekretariat Kabinet Republik Indonesia. (2020, April) Mendikbud: 5 Strategi Tingkatkan Kualitas Pembelajaran. <https://setkab.go.id/mendikbud-5-strategi-tingkatkan-kualitas-pembelajaran/>
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Rineka Cipta
- Soriano, L., Mann, D., & Friesen, M. R. (2019). Enghancement of Student Learning Throught Self-Reflection. *Proceedings 2019 Canadian Engineering Education Association (CEEA-ACEG19)*.
- Tohir, Mohammad (2020, Juli 2). Sosok Guru Profesional yang Ideal Ala Ki Hajar Dewantara. doi:[10.17605/OSF.IO/9BUVC](https://doi.org/10.17605/OSF.IO/9BUVC)
- Undang-Undang RI Nomor 14. (2020, September17). <https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm>
- Vardanyan, V. A., & Khomiakova, I. V. (2020). Formation of readiness of the future teacher-artist to the organization of project activity on art creativity. *Perspektivy nauki i obrazovania – Perspectives of Science and Education*, 43 (1), 86-96. doi: 10.32744/pse.2020.1.6
- Winkel, S.J & Sri Hastuti, M.M. (2006). *Bimbingan dan Konseling di Institusi Pendidikan*. Media Abadi.
- Yogi Kuncoro Adi (2019). Kesiapan Mahasiswa PGSD Untuk Menjadi Guru SD. *Madrosatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2, 20-30.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).