

## Analysis of Teaching Readiness of FKIP Students of Teacher Education Study Program, Riau University Class of 2018

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**ABSTRACT:** This study aims to determine and describe the teaching readiness of Elementary School Teacher Education Students of Riau University Class of 2018. This research will be carried out in the Elementary School Teacher Education Study Program at the Faculty of Teacher Training and Education, University of Riau. This research was conducted in November-December 2021. This research is a quantitative descriptive study. The method used in this study was a survey with data collection techniques using questionnaires. The population in this study was all FKIP students of Riau University, PGSD Study Program class of 2018. The results showed that the overall results of the indicators studied showed that students of the PGSD study program at Riau University had physical readiness, mental readiness, and the ability and skills in teaching had met the minimum standards required as an educator.

**Keywords:** teacher education, teaching readiness

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## INTRODUCTION

Readiness is the overall condition of a person that makes him ready to respond in certain ways to a situation (Slameto, 2010). The students of the Elementary School Teacher Study Program (PGSD) of Riau University batch 2018 are in the final stages of being prepared as candidates for professional education personnel. During the learning period, the students have been equipped with microteaching to support their readiness in teaching. The results from the observations reveal that although the students have been provided with the knowledge and insight about microteaching, the fact in the field shows that the candidates nonetheless make some mistakes, such as difficulties in creating learning devices, interaction, and communicating with students in the class that are still awkward itself, furthermore the learning methods are just monotonous. In addition, some of the candidates have not varied the learning methods according to the students' needs and did not adjust to the Lesson Plan (RPP) that had been made previously.

Teaching is basically an attempt to create conditions or environmental systems that support and allow the learning process to take place. A teacher must be able to impart knowledge to students with the hope that an understanding process will occur (Sardiman AM 2009, 47). Basically, in creating a professional teacher, it must be done from the ground up. So as a teacher, before teaching one must have a mature teaching readiness. According to Mulyasa (2007), the factors that influence teaching readiness are: 1) Factors that come from within humans are interests, talents, intelligence, independence, creativity, comprehension and motivation. 2) Factors that come from outside humans are information obtained, living environment, learning facilities and infrastructure, field experience and student background. A teacher's readiness to teach must be formed since sitting in college, namely since he was still a prospective teacher. Starting from having the interest and intention to become an educator when choosing the educational study program. Interest to become a teacher must grow from within oneself, not because of coercion. According to Safari and Abdullah (2011) "The concept of interest in learning is the choice of pleasure in doing activities and can arouse one's passion to fulfill their willingness to learn".

Meanwhile, in regards to the ability of teachers to conduct the learning procedure, of course, it cannot be separated from the educational institutions itself (Pitriani et al., 2020) which plays a role in creating professional teachers. The faculty of education within the scope of the institution is the main

determining factor in producing competent and qualified teachers (Rokhimawan et al. , 2020). The Elementary School Teacher Education Study Program is one of them. Among the many efforts made by the PGSD Study Program, one of which is the teaching skills enrichment program (Nisa, 2015). Through this program, it is expected to be a solution to overcome the unpreparedness of a prospective teacher in the field practice. Based on the description above, the author is interested in researching the PGSD students batch 2018 with the assumption that most of the PGSD students batch 2018 do not have sufficient readiness when teaching.

## **LITERATURE REVIEW**

### **The Role Of The Teacher**

Teachers are the dominant element in the educational process, so the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society (Mustofa 2007). Teaching is a profession that requires special skills and cannot be done by people outside the field itself. Miarso (2008) states that qualified teachers are those who meet the standards of educators, grasp the subject of context/content in accordance with the standards, and revel in implementing the learning process in accordance with the standards of the learning process. Mulyasa (2009:5) states that the teacher is the most decisive component in the overall education system that must receive central attention, first and foremost. The diverse roles of teachers have been identified and studied by Pullias and Young (1988), Manan (1990) and Yelon and Weinstein (1997) cited by Fatah. The roles are as follows: 1. Teachers as Educators; 2. Teachers as Tutors; 3. Teachers as Mentors; 4. Teachers as Leaders; 5. Teachers as Learning Guides; 6. Teachers as Models and Role Models; 7. Teachers as Administrators; 8. Teachers as Innovators; 9. Teachers as Emancipatory; 10. Teachers as evaluators; 11. Teachers as Culminators. Purwo (2009) states that the teacher no longer places himself in the role of the only model for learning and the only one who is able to find and correct students' mistakes.

### **Teaching**

Readiness is the ability that a person has both physically, mentally and learning capacity. Physical readiness includes sufficient energy and good health while mental readiness includes sufficient interest and motivation to carry out an activity (M. Dalyono, 2010). Meanwhile, according to Hamalik (2010: 94) "readiness is the level or condition that must be achieved in the process of individual development before one can perform properly at various levels of mental, physical, social and emotional growth". While Hanifah (2021) claims that teachers who already have readiness in learning by the way of the implementation of the learning process, actualize, evaluate, and follow up by considering several things that are considered important by each teacher. According to Yuniasari (2017), the factors that affect the readiness of a prospective teacher can be grouped into 2 (two), namely: a) Internal factors which include interest in becoming a teacher; motivation; intellectual capacity; knowledge; and skills. b) External factors which include information about the Workplace; influences from various environments (Family, school, and peers); experiences gained from various supporting activities. Based on the above factors, Soemanto, Wasy (2006: 191) stated that regarding the factors of readiness, also stated by Djamarah, Syaiful Bahri (2002: 35), that the factors of readiness include:

1. Physical readiness; Physical readiness is the built up of strength combined with physical courage in a person who has common sense so that he can face anything bravely. For example, a healthy body (away from lethargy, sleepiness).
2. Mental Readiness; Mental readiness is the condition of a person's personality as a whole and not just the condition of his mind. The condition of mental readiness is the result of growth and development throughout a person's life and is strengthened by the daily experiences of the person concerned.

## **METHOD**

This research was conducted in the Elementary School Teacher Education Study Program at the Faculty of Teacher Training and Education (FKIP) Riau University. This research was conducted in November-December 2021. This research is quantitative descriptive research. In this research, the variable is the readiness of Elementary School Teacher Education Study Program students at FKIP UNRI. The readiness factor in terms of mental factors, physical factors, skills and knowledge factors, was measured using questionnaires.

The method used in this research is a survey with data collection techniques using questionnaires. The population in this research were all FKIP students at the University of Riau PGSD Study Program batch 2018. According to Husaini Usman and Purnomo Setiady Akbar (2006), "Population is all values, both calculated and measured, quantitatively and qualitatively, rather than certain characteristics regarding a complete and clear group of objects." According to Suharsimi Arikunto (2006), the population is the entire research subject. In this research, the technique used is proportional sampling technique. The data collection technique that would be used in this research was a survey method with data collection techniques using questionnaires. Data collection techniques using physical or digital questionnaires. According to Suharsimi Arikunto (2006) questionnaires are a number of written questions that are used to obtain information from the respondent in the sense of a report about his personality, or things he knows.

## RESULT AND DISCUSSION

This research is a quantitative descriptive type of research, the data collection process in this research was collected in the form of a questionnaire using the google form function from the google platform.

**Table 1.** The Recapitulation of The First Indicator "Physical Readiness"

No. Item	SS	S	TS	STS	(N)	SCORE	Mean	TCR	Category
11	3	26	7	0	36	104	2,9	58%	Fairly Good
12	2	6	27	1	36	83	2,3	46%	Fairly Good
13	2	31	2	1	36	106	2,9	58%	Fairly Good
14	2	0	28	6	36	70	1.9	38%	Poor
<b>Total</b>						<b>363</b>			
<b>Average</b>						<b>91</b>	<b>2.5</b>	<b>50%</b>	<b>Fairly Good</b>

Based on the percentage in the first indicator in table 4.1 in the first indicator, namely "Physical Readiness", the results obtained by the Respondents' Achievement Level (TCR) in total of 50% which is categorized (Fairly Good). It can be concluded that the physical readiness of students majoring in PGSD at the University of Riau towards readiness to teach is Fairly Good.

**Table 2.** The Recapitulation of the second indicator "Mental Readiness"

No. Item	SS	S	TS	STS	(N)	SCORE	Mean	TCR	Category
1.	11	25	0	0	36	118	3.3	66%	Good
2.	3	3	30	0	36	80	2.2	44%	Fairly Good
3.	6	27	3	0	36	112	3.1	62%	Fairly Good
4.	2	1	32	1	36	76	2.1	42%	Poor
5.	2	12	22	0	36	89	2.5	50%	Fairly Good
6.	4	27	5	0	36	105	2.9	58%	Poor
7.	14	22	0	0	36	122	3,4	68%	Good

8.	3	9	18	6	36	81	2,3	46%	Fairly Good
9.	2	3	24	7	36	70	1,9	38%	Poor
10.	2	4	28	4	36	77	2.1	42%	Poor
<b>Total</b>						<b>930</b>			
<b>Average</b>						<b>93</b>	<b>2.6</b>	<b>52%</b>	<b>Fairly Good</b>

Based on the percentage in the second indicator in table 4.2 in the second indicator, namely "Mental Readiness", the results obtained by the Respondent Achievement Level (TCR) in total of 52% which is categorized (Fairly Good). It can be concluded that the mental state of students majoring in PGSD at the University of Riau regarding readiness to teach is Fairly Good

**Table 3.** Recapitulation of the third indicator "Knowledge and Skills"

No. Item	SS	S	TS	STS	(N)	SCORE	Mean	TCR	Category
15.	12	24	0	0	36	120	3.3	66%	Good
16.	10	26	0	0	36	118	3.3	66%	Good
17.	7	29	0	0	36	115	3,2	64%	Fairly Good
18.	2	8	23	3	36	81	2,3	46%	Fairly Good
19.	9	26	1	0	36	118	3.3	66%	Good
20.	7	26	3	0	36	111	3.1	62%	Fairly Good
21.	30	1	0	1	36	113	3.1	62%	Fairly Good
22.	5	29	1	2	36	82	2,3	%	Fairly Good
23.	4	5	24	36	75	46	2.1	42%	Poor
24.	4	32	0	0	36	112	3.1	62%	Fairly Good
25.	11	25	0	0	36	119	3.3	66%	Good
<b>Total</b>						<b>1164</b>			
<b>Average</b>						<b>106</b>	<b>2.9</b>	<b>59%</b>	<b>Fairly Good</b>

Based on the percentage in the third indicator in table 4.3, namely "Knowledge and Skills", the results obtained by the Respondent Achievement Level (TCR) in total of 59% are categorized (Fairly Good). It can be concluded that the state of knowledge and skills of students majoring in PGSD University of Riau on readiness to teach is fairly good for teaching. Based on the three indicators in this research, the average results of the research on teaching readiness of PGSD FKIP students, Riau University, can be seen in Table 4.

Table 1. Average results of indicators

No.	Indicator	Score	Achievement (%)	Category
1.	Physical Readiness	363	50%	Fairly Good
2.	Mental Readiness	930	52%	Fairly Good
3.	Knowledge and Skills	1164	59%	Fairly Good
	<b>Total Score</b>	<b>2,457</b>		

Based on the data presented above, the level of readiness of the physical aspects of students in teaching is Fairly Good. This indicates that students in general have built their readiness during the learning process, with the aim that students who have completed their undergraduate studies have sufficient readiness to teach. From the Respondent's Level of Achievement (TCR) category, it can also be concluded that the physical readiness of students majoring in PGSD University of Riau on their readiness to teach is fairly feasible. The results of the research based on indicators of mental readiness shows that the PGSD students at the University of Riau have built their mental readiness during the learning process, it can be seen from the TCR level with a fairly good category, this shows that the level of mental readiness of PGSD UNRI students to teach is fairly feasible.

The results of the research on the indicators of knowledge and skills obtained the results of the data category are Fairly Good. This indicates that the PGSD students at the University of Riau already have an adequate level of knowledge and skills as educators. The results of the overall indicators researched indicate that students of the PGSD study program at the University of Riau have physical readiness, mental readiness, and knowledge and skills in teaching that have met the minimum standards needed as educators. Readiness is the overall condition of a person who makes him ready to respond or answer in a certain way to a situation. It is very important before carrying out learning, starting from physical readiness, mental readiness and having skills and knowledge to support learning. The teaching process cannot be separated from the readiness of the educator, this is no longer a new thing, but is a support (*complement*) or addition (*supplement*) only

## CONCLUSION

The Analysis of Teaching Readiness of PGSD Riau University Students Batch 2018 on readiness to teach can already prepare themselves to teach in the future, this can be seen from the achievement of scores obtained by PGSD University Riau University Students Batch 2018 who reached the FAIRLY GOOD category for teaching, so students only need to improve on teaching readiness both through direct experience and readiness in preparing teaching materials.

The results of the research can be used as additional readings for research in the field of education, especially regarding the relationship between teaching skills and professional competence of prospective teachers on teaching readiness. The results of the research are expected to be an input for students, that improving teaching skills and improving personality are things that must be done for a prospective teacher. This research can be used as a means to write scientific papers and add insight that teaching readiness is very important in the readiness of prospective teachers to teach.

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