English Pre-Service Teachers' Perception on PLP Program in 2020

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Abstract
This study aimed to find out English pre-service teachers' perception on PLP program in 2020. Descriptive qualitative is a research design for this research. An object of this research was the PLP program implemented by Universitas Maritim Raja Ali Haji in 2020. The data were taken from the ninth semester consisting 37 students by using purposive sampling. The instrument for collecting data were open-ended and close-ended questionnaires From the search results of several previous studies, the researcher found that the research problem in this study was feasible, because the research on student perceptions had been widely carried out. However, research on PLP programs was still minimal, especially PLP which was implemented during pandemic. The result of the study showed that the participants were following all of the PLP program's requirements. However, there were certain program demands that were not met in a pandemic situation in accordance with the program's objective.

Keywords: Pre-Service Teachers, *PLP* program, Perception

I INTRODUCTION

PLP is a compulsory subject for students of education in Indonesia, as stated in *(Peraturan Mentri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 55 Tahun 2017 Tentang Standar Pendidikan Guru, 2017) Pasal 1 butir 8*, PLP is an observation and apprenticeship procedure used by Bachelor of Education students to research areas of learning and educational management in educational units. PLP is a stage in the process of preparing professional teachers on Undergraduate Education, in the form of an assignment to students to put what they've learned into practice through observation of the learning process in schools/educational institutions, the practice of developing learning tools, and guided and accompanied teaching and learning under the supervision and guidance of the supervisor and the teacher civil service in stages.

In 2020, the PLP was implemented for the first time during the COVID-19 pandemic, which became an obstacle and causes some difficulties due to differences in implementation with what was learned in the classroom and faced in the field. It took a lot of work to become a teacher: Students must work very hard to acquire not only theoretical information, such as understanding children's development and teaching pedagogies, but also practical skills, such as collaborating with mentor teachers, schools, and communities, while on placements (e.g., John A. C. Hattie, 2009; Pyne, 2014). A pre-service teacher was a student or a graduate student working under the supervision of a certified teacher to get a degree in education. The word 'pre-service teacher' was used instead of 'student teacher' to distinguish between tertiary and secondary students in Australia, where the term 'student' can refer to both tertiary and secondary students. Furthermore, the term 'pupil' is rarely used in Australian schools to refer to 'school kids.' The terms 'mentor teacher, 'supervising teacher,' and 'cooperating teacher' were all used interchangeably to refer to the class or subject teacher with whom the pre-service teacher is placed during the practicum (Cattley, 2007).

Implementing teaching practice was critical for bridging the gap between what instructors learn in educational programs and what they really did in the classroom (Darling-Hammond, 2006). (Goh & Matthews, 2011) investigated the concerns and experiences of 14 Malaysian students during their practice by using a reflection journal in which they document their teaching concerns and confidence to teach, and to investigate the concerns and experiences of 14 Malaysian students during their practice by using a reflection journal in which they document their teaching concerns and confidence to teach. According to them, certain tactics in the teacher preparation program were essential to help pre-service teachers in obtaining more benefit from practical experiences in order to link the theoretical parts learned in university with the practical realities of the classroom.

Therefore, the readiness to become a teacher was very much needed by pre-service teachers, especially English students who were second language students with the challenge of teaching foreign languages. Readiness according to the psychological dictionary (Chaplin, 2006) was "the level of development of maturity or maturity that is favorable for practicing something". Maturity included the maturity of the knowledge, skills, and attitudes and mental. In line with the opinion (Desmita, 2009), which declared that readiness was the level or state that must be achieved in the process of the development of the individual at the level of the growth of the mental, physical, social and emotional. One of the factors that influence students' readiness to become teachers was direct experience.

In an effort to produce professional and qualified teacher candidates, the researcher found this as an interesting phenomenon that occurs in the world of education where there was a gap between the implementation learned in class and what was faced in the field and was further complicated by the pandemic situation. The researcher had conducted several previous studies related to the topic that the researcher wanted to discuss. From the results of several previous studies, Researcher found that this research problem deserved to be continued, because research on student perceptions had been widely carried out, but research on *PLP* programs was still minimal, especially PLP which was implemented during pandemic. Feedback and assessment of pre-service teachers for the program *PLP* itself were needed, in determining and developing prospects for the department, in this case the department of English language education in view of the opportunities available and able to cope with the various challenges and obstacles that occur today and in the future. For this reason, more researches were needed regarding the responses of the pre-service teachers who had done *PLP* Program in 2020, so the researcher was interested in conducting the research having the title English pre-service teachers' perception on *PLP* program in 2020.

II METHOD

This research used Descriptive Qualitative Research. Descriptive Qualitative Research was used to gain an understanding of a person's opinions, motivations or reasons. (Denzin & Lincoln, 1994) "Multimethods in focus, employing an interpretive, naturalistic approach to its subject matter" was how qualitative research described. Similar to Sukardi (2015), in this descriptive study the researcher described the research activities carried out on a particular object clearly and systematically about an ongoing situation on an object of research. The participants in this study were all pre-service students of English education study program who had implemented PLP in 2020 at Universitas Maritim Raja Ali Haji. The selection of the participants were determined through purposive sampling by considering the clarity of understanding of *PLP* program and can reach them more easily. Purposive sampling was a sampling method that allows you to thoroughly examine situations that are deemed to hold a lot of information (Patton, 2002). Researcher can investigate and explore participants' responses to obtain detailed information about their experiences and feelings (Gay et al., 2012). According to Johnson & Christensen (2012), Questionnaires were used by researcher to collect data on their subjects' thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioral intentions. A questionnaire was the primary research instrument in this study. The questionnaire in this study aimed to collect information about English pre-service teachers' perceptions of online *PLP* in 2020. There were two kinds of questionnaires used in this study, namely opened questionnaires and closed questionnaires which were designed based on the demands contained in the PLP program. The data were analyzed using the Miles & Huberman (1994) model analysis; they believed that qualitative analysis had data in the form of words rather than a series of numbers. According to Riyanto (2001), data analysis was a step after data processing to see how to interpret data, and then data analysis from the output at hand in the processing data outcome stage. The miles and huberman data were analyzed in three steps: data reduction, data presentation, and conclusion drawing.

III RESULT

The results of this study showed that all program participants carry out all program demands, but they did not achieve the ideal results as planned in the program objectives, based on participants' perceptions of the demands that had been executed.

4.1.1 Questionnaire Result

NO	Questions	Participant Response		Response Percentage	
		Yes	No	Yes	No
1	During the implementation of the PLP were there any school culture observations?	37	0	100%	0%
2	From your observations, was there an organizational structure and governance in the school?	37	0	100%	0%
3	From your observations, were there any rules and regulations that are regulated at school?	37	0	100%	0%
4	During PLP were there any ceremonial-formal activities carried out at the school during PLP?	18	19	48.6%	51.4%
5	Are there curricular and co-curricular activities carried out at school or outside of school?	24	13	64.9%	35.1%

6	Are there any positive habituation practices and habits carried out at the school?	34	3	91.9%	8.1%
7	During the implementation of PLP, did students participate in studying the curriculum and learning tools used by teachers?	34	3	91.9%	8.1%
8	Were there any variety of learning strategies and learning media used in the implementation of learning activities?	37	0	100%	0%
9	Did students review the evaluation system used by the teacher?	27	10	73%	27%
10	Are there any student activities that help teachers develop learning tools?	26	11	70.3%	29.7%
11	From your obsevation, were there any uses of information and communication technology in learning?	37	0	100%	0%
12	During the PLP were there any practical teaching activities carried out ?	33	4	89.2%	10.8%
13	From your observations, were there any student mentoring activities and extracurricular activities?	17	20	45.9%	54.1%
14	During plp, were there any teacher administration tasks that are also carried out by students?	18	19	48.6%	51.4%

Analysis of the collected data was carried out to find out participants' perceptions of whether the implementation of the PLP program had run in accordance with the demands and objectives of the program, using the Miles & Huberman (1994) model.

NO	QUESTION	RESPONSE
1	From your observations, what is the culture of the schools that you have observed?	
2	From your observations regarding the organizational structure and governance in schools, do you know the function of the organizational structure?	
3	From your observations, how does the school apply the rules and regulations?	
4	What are the formal ceremonial activities at school that you have participated in during the PLP program?	
5	From your observations, state what curricular and co-curricular activities are carried out at school!	
6	From your observations, what are some examples of habituation activities and positive habits that exist in the school?	
7	Please explain how the implementation of the curriculum used in schools?	
8	How was the process of preparing learning tools that you did during PLP? (RPP, learning media, worksheets, teaching materials, assessment instruments)	
9	During the PLP program, are there various learning strategies and learning media that you use while the learning process?	
10	if so, what activities did you do to assist teachers in developing learning tools in the school?	

11	How is the use of information and communication technology that you use in the learning process?
12	From your observations, how is the assessment and evaluation system used by the teachers at the school?
13	if so, what are the student mentoring and extracurricular activities that you participated in during the PLP?
14	If so, please state what teacher administration tasks you carried out during PLP

IV DISCUSSION

Each of the questionnaires consisted of two categories based on the demands and objectives of the PLP 1 and PLP 2 programs, namely observation activities and study of all teacher duties, both academic and administrative tasks (Kementrian Riset, Teknologi, 2017).

1. Observation Activities

Based on the findings, 6 demands on the PLP 1 program which included observation activities indicated that participants carried out observation activities in accordance with program demands. Bulach et al. (1994) conducted a research in 20 schools and found that differences in school culture had a significant impact on academic achievement, as evidenced by differences in academic achievement between students from schools with a positive culture and students from schools with a negative culture. Furthermore Zamroni (2009), schools that succeed in creating and maintaining a positive culture will provide high learning outcomes that were not only academically valuable but also produce a culture with improved human, cultural, character, and moral values.

2. Study of All Teacher Duties

Based on the findings, the 8 demands on the PLP 2 program which included reviewing teacher duties, both academic and administrative tasks, showed that the participants carried out these activities in accordance with the demands of the program. Adin-Surkis (2015) conducted a study finding on how the teacher's position affects students' learning. The service training program can ensure teachers' perceptions of contributing positively to the theoretical and practical aspects of curriculum planning, such as curriculum evaluation, interpretation of curriculum flexibility, and textbook potential, according to English's interpretation of the new curriculum. In accordance with Eggen & Kauchak (2012) requirements for teachers and students in 21st century schools or the digital century, which were related to the use of technology in learning.

The PLP program was a learning-by-doing technique that prepared undergraduate education programs to explore aspects of learning and education administration in educational units (Peraturan Mentri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 55 Tahun 2017 Tentang Standar Pendidikan Guru, 2017) Pasal 1 Ayat 8. They can obtain experience learning how teachers deal with complicated tasks in a classroom setting through the practicum, which included supervised instruction and systematic observation. Varela & Desiderio (2021) discovered online learning provides some challenges the performance of pre-service teacher.

The researcher can conclude from the data that the participants were following all of the PLP program's requirements. However, there were certain program demands that were not met in a pandemic situation in accordance with the program's objectives.

V CONCLUSION

The researcher got conclusion based on the result of data analysis from both questionnaires in describing English pre-service teachers' perception on PLP program in 2020. Observation activities in the first category revealed that based on participants' perceptions only one of the six program demands that reaches 51.4 percent was not being implemented. Specifically, the

demands of observing ceremonial-formal events at schools, where as a result of the epidemic, there was no student activity in the school environment. Despite the fact that the participants met all of the program's requirements, the experience they obtained was not ideal. The activities of instructors and school employees were the only ones that can be observed in the school setting; there was no student activity that can be viewed.

In the second category, a review of all teacher responsibilities, both academic and administrative, based on participants' perceptions revealed that two out of eight demands with a percentage of more than 50% were not implemented. Specifically, the needs of aiding students and extracurricular activities, as well as the expectations of assisting instructors in their obligations of teacher administration job. The participants did not gain the greatest amount of experience since, at the time of the program's implementation, the majority of participants were solely concerned with the learning process and lacked experience with teacher management.

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