

Field Study Activity in Forming A Personality Competence of Professional Teacher Candidate

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ABSTRACT

This study aims to measure the formation of a personality competence in the field study activity. The study is conducted toward the third semester students who did the field study in the form of *PKL* (practice of field coursework). The total of sample is 30 of 90 participants with purposive sample. A Likert-scale instrument with the scale of 1 to 3 is employed to measure the personality competence by using the peer assessment rating. The result of the study shows that the highest average score is on the mature personality aspect, while the lowest average score is on the wise personality. The activities of field study that include the pre, on-going and post stages of field study can build the mature personality by behaving in accordance with legal norms. The formation of mature personality is in line with the Hurloc's opinion on the last stage of teenage development (late adolescence stage). Meanwhile, the low on wise personality is caused by less participation of the participants in the committee. This happens because the implementation of field study was assisted by Even Organizer/EO. It is suggested that in the field study the participants should be more involved in the committee. Formation of wise personality can be built by involving the students in intra- or extra-campus organizations.

Key words: field study, competence, personality.

INTRODUCTION

Professional teachers are needed to develop because they have a prominent position in forming the human resources (Ali Muhson, 2004). Professional teachers become important because they are persons who are involved directly in the classroom learning process. Teachers are demanded to have some abilities and particular competences as parts of teacher's professionalism (Suryanto, et.al., 2013, p.1). Teachers with all of their rights and obligations conduct their profession to prepare their qualified students.

More than a quarter of geography teachers out of Java Island who teach Geography are not teachers with geography background so that they do not teach skills and knowledge of geography properly (Adikosusmo, 1990, Rod Grabber p.101). Those who teach Geography must be teachers with geography background of study from a qualified education institution (unit). Therefore, it needs to develop a teacher education program that is linear and this enables the formation of qualified professional teachers (Oemar Hamalik, 2009, p.1).

Competence is knowledge, skills and basic values that are reflected in the habit of thinking and acting (Zuldafrial, et.al, 2004, p. 44) Teacher competence is a description of what teachers should do in doing their jobs including activities, behaviors and their results shown by teaching-learning process (Suryanto, et.al., 2013, p.39). Thus, teacher competence is a capability in thinking and acting that must be owned by a teacher both in the school environment and in the society.

Teachers at any education level/degree should have teacher competence. Teacher competence consists of professional competence, personality competence, and social competence. The three competences are interrelated. Teachers who are skillful in teaching should have good personality and can do social adjustment (Oemar Hamalik, 2009, p. 34).

Competence building can be conducted in learning activities both inside and outside the classroom. One of the learning activities outside the classroom is field study. The series of field study activities will form teacher competence because the activities deal with the practice of some courses. The practice done outside the classroom requires the participants' participation from planning to post implementation. These activities will form the participants' personality.

This study used descriptive method to find out the existing condition related with the implementation of field study. The population in the study totaled 90 persons with 30 of them taken as samples by using the purposive sampling, that are those who employed a survey tool in the form of a theodolite as many as 15 persons and a questionnaire as many as 15 persons. Data sources are from the instrument of peer assessment rating of professional teacher candidates in Likert scale (1 to 3).

DISCUSSION

Field study comprises pre-activities, implementation and post-activities. These activities involve the participants physically and intellectually. Pre-activities cover meetings to set up the committee, making a proposal, making an instrument, proposing a permission. The implementation is from leaving to the destination, collecting data, processing data, presenting data and leaving from field study location. Then, post-activities include making a report, presenting the final result, making an article/a poster/a standing banner.

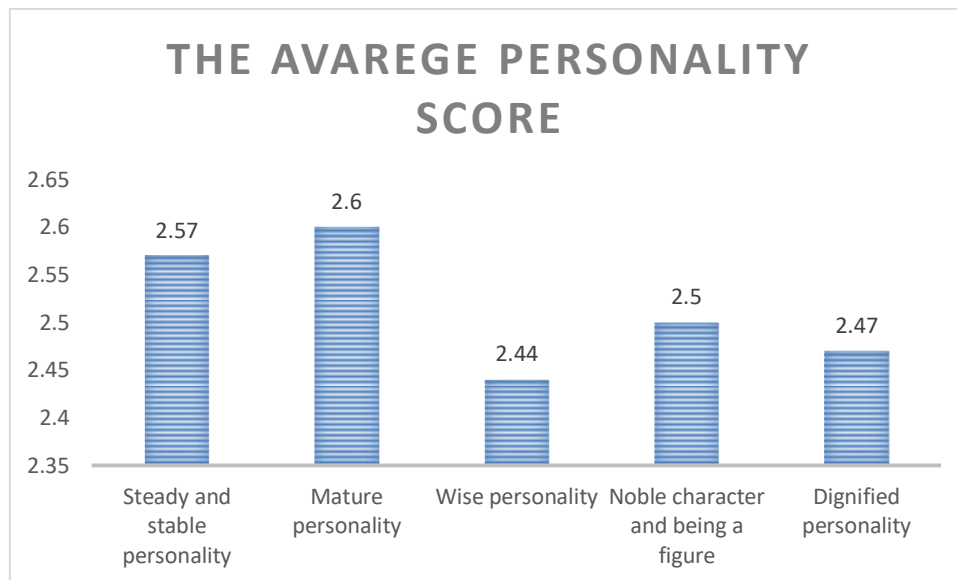
These activities will involve the participants wholly by bringing knowledge, skills they got in the classroom. The academic activities will also form the personality of the participants. The personality aspect that becomes a reference in this study referring to the personality aspect of teacher competence.

The personality aspect comprises the following indicators: steady and stable personality (11 item questions), mature personality (5 item questions), wise personality (4 item questions), noble character and being a figure (2 item questions), dignified personality (2 item questions).

Table 1 The Average Personality Score of Professional Teacher-To Be (scale 1-3)

No	Indicator	score
1	Steady and stable personality	2.57
2	Mature personality	2.6
3	Wise personality	2.44
4	Noble character and being a figure	2.5
5	Dignified personality	2.47

Source: Survey of May 2018



In Peer Assessment Rating, every respondent is rated by 7 members of his/her group. Peer assessment rating is conducted during the implementation of field study. The result of peer assessment rate is averaged and it shows the score order from the highest to the lowest. The order is mature personality, steady and stable personality, noble character and being a figure, dignified personality, and wise personality. The score difference among indicators is small because it employs the scale of 1 to 3.

The highest score in mature personality comprises mature personality elements that are: independent, not influenced by negative things, not panic, not despair and be honest. The respondents are able to do the activities independently without depending on the others. They are not easily influenced by negative things from their surrounds. They do not panic easily over the problem they encounter. They do not easily despair. They will confess what they've done and say honestly. These personality elements are interrelated or related each other.

This findings is in accordance with the opinion of Hurlock (1064) that divides the development of students into 11 stages. Based on the stages, the participants at the eight stage is late adolescence with the age 17-21 year. The result of processing data shows the similarity in the personality formation. In this stage, someone has been considered as an adult/mature who has his/her own personality. The characteristics at this stage according to Hurlock among others are:

- a. Be able to separate universal values or norms from the supporters who might be incorrect and wrong.
- b. Be able to determine and to evaluate his/her own acts on the behalf of the norms he/she chooses and follows
- c. His/her emotional reaction and expression get controlled and he/she can be self-controlled
- d. Religious observance is conducted by self-awareness and sincere consideration of conscience.

The lowest score is in the wise personality aspect. The respondents do not involve much in the organization activities, less able to help other work, less able to accept suggestions and do not get much discussion on new things/innovations. The lowest score is in organization aspect. Less involvement in organization is caused by the implemented system that makes the respondents do not involve much intensively in the activities. The researcher assumes that by involving the third party or EO, the respondents' involvement in the committee is reduced. It is different if the respondents are fully involved without EO; they will engage fully and equitably from planning, the implementation to post-activities. The involvement of EO also makes them less able to help other work because they consider EO have done their works. They have no challenge so that they are less able to innovate toward the problems they encounter.

CONCLUSION

The activities of field study can form the mature personality in line with Hurlock's opinion, but they are less able to form the wise personality. The wise personality is indicated because there is a third party in implementing the field study. The respondents are less able to organize since their involvement is not maximal. Whenever they got a problem, they give to the third party. This makes them have no challenge. The field study as one of the personality formations can be conducted. If the EO involvement still keeps being applied, it needs to activate the respondents in other activities both in campus and in extra campus. The activities are expected to be able to train them in organization so that their wise personality can be formed.

ACKNOWLEDGMENT

I would like to thank my promotor, co-promotor and all the members who have spent their time for the researcher in doing this scientific work. I would also like to thank Geography study program and the lecturers who have facilitated the implementation of this study. In addition, my thankfulness is for the respondents who have been willing to be the source data of the study.

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