



## THE AN ANALYSIS OF STUDENT TEACHER'S PERSPECTIVE AND PRACTICE AT STKIP MUHAMMADIYAH ACEH BARAT DAYA

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### **Abstract**

*Teaching experience has a high contribution to many aspects of effective teaching. Through experiences, teachers learn to conquer different teaching strategies, manage classrooms, and improve their professionalism in the field. Higher education students are given the chance to have a pre-work experience known as teacher practice or Student-Teacher Practice Program. At STKIP Muhammadiyah, in their third year of study, students are required to join this program which becomes their chance and venue to apply the learned theories to practical work. The current study, therefore, aimed to describe the student's perception, and practice of the teacher practice at the lower school level. Further, these experiences were described and categorized to see how students perceive the experience and how it contributes to their teaching competence. This research used a descriptive qualitative design. The data was collected through an interview protocol. The sources of data were the 7<sup>th</sup>-semester students of STKIP Muhammadiyah Aceh Barat Daya who joined the program. The finding of the research revealed that student teachers' perspectives and practices of teaching experience are positive. Teaching practices gave them lots of positive experiences, and help them to understand real classroom situations and students' character. Furthermore, the research was expected to give a significant contribution to students, teachers, or researchers who were interested in a similar issue.*

**Keywords:** *Students Perspective, Teaching Experience, Field Practise, Student-Teacher*

### **INTRODUCTION**

Experience is one of the important elements in improving teachers' professional skills and knowledge. Teaching experience is all the events that have been experienced by the teachers in carrying out their duties as an educator at school, which refers to the length of the working period within a certain period in a particular educational unit following an assignment letter from an authorized institution which could be from the government, and or community groups administering education (Eliyanto& Wibowo, 2013). Additionally, the experience is also essentially a formulation of a teacher's knowledge of the things experienced in teaching so that the things experienced have been mastered, both regarding knowledge, skills, and values that are attached to them (Eko et al., 2005). Teaching experience is also one of the factors that determine success in education. Teaching experience in this case is the lapse of time to become a teacher. The length of duty as a teacher will provide a different experience between one teacher and another. The longer he has served as a teacher, the more experience he has, so a teacher who has a long working period will not be the same as a new teacher (Roza et al., 2016). Therefore, teaching experience is a crucial aspect of a teacher's career. It's not only important to increase their



professional skill, but also could provide them with more chances for career advancement.

A teacher is a professional educator and expert in his field and has the right to receive income and welfare guarantees in the form of an appropriate and adequate salary ( Cahyana, 2010). The creation of the professionalism of a teacher is based on the work experience of a shrewd teacher. The deadline for educators to carry out their duties makes the teacher's experience increase. So that it can be said, the teacher's experience in working is directly proportional to the teacher's working period itself. Teaching experience is the most important element that influences the performance of educators or teachers when carrying out teaching. Teachers who are accompanied by good work experience, it is very possible to realize a fairly good performance and vice versa if they are not equipped with sufficient experience in carrying out their duties, the teacher will experience failure. Meanwhile, according to (Hamid, 2017) professional teachers are people who carry out work activities that can only be carried out by those who specifically have the expertise, proficiency, and mastery of knowledge in the field of teacher training which can only be carried out by those who are specially prepared for that, not the work done by them because they do not have other workers.

The impact of teaching experience on teacher performance as an educator can be explained by the fact that the more experience a teacher has in teaching, the more his skills in teaching will increase. Research has also shown that a certified and experienced teacher is crucial for student achievement and outcomes (Cardichon et al., 2020). Ijaiya (2000) in (Adeyemi, 2008) argued that “experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years.” The teaching experience that has been adopted by a teacher is of course a determinant in achieving learning outcomes to be achieved by students; because those teachers who have been in the school environment for a long time are considered to have adequate knowledge and experience in carrying out learning. The realization of the professionalism of a teacher is based on the work experience of an experienced teacher, therefore it can be interpreted that teaching experience is the most important point that impacts the ability of an educator when carrying out teaching.

Studies show that experienced and inexperienced teachers have different performances in teaching. A teacher who has good work experience is very much required to be able to carry out adequate performance in carrying out his work so that the teacher will experience failure (Wiranti, 2021). A teacher who has teaching experience and a relatively long period of teaching work will have a level of ability or work performance as a teacher that can affect effectiveness in teaching. According to (Alamsyah et al., 2020) the increase in knowledge a teacher gets is obtained from the more teaching experience he does, where teaching experience also determines the quality of teaching. Improving skills through experience indirectly will also improve teacher performance to make students more interested when the learning process is taking place. As stated by Prayitno(n.d.), the work experience possessed by a teacher determines the achievement of learning outcomes to be achieved by students so that the goals to be achieved by the school can be achieved. Moreover, experienced teachers are also more capable of creating active learning and engaging students In the



teaching-learning process. In contrast to teachers who have no teaching experience, they will usually show a somewhat stiff attitude and are sometimes confused about what words are right to start a conversation when they are just starting to teach in class. Teaching experience gives the teachers knowledge to increase and obtain effective learning through the application of various teaching strategies, good time management, teaching instrument, and planning a lesson. While inexperienced teachers lack knowledge in doing these. (Doganay&Otzurk, 2011) state that experienced teacher uses meta-cognitive strategies in teaching more than inexperienced teacher, and are better at observation, orlack of organization, planning a lesson, creating active learning, and having a more comprehensive understanding of evaluation.

Furthermore, there are many advantages that teachers can get from a good amount of teaching experience, both during the teaching process and after the teaching process is completed. The longer a teacher teaches, the more deeply he knows about his work and can avoid mistakes that might occur. The competence of a teacher will also increase the more experience he has (Rahmawati et al., 2021). Therefore, considering their experience, they get more privileges to get the proper job. Because they are believed to have better knowledge, skills, and productivity (Rice, 2010). (Podolsky, Kini, &Darling-Hammond, 2019) Based on a review of 30 published studies that analyzed the impact of educational experience in the United States on student achievement, found that teaching experience has a positive impact on student achievement throughout the teaching career. As teachers become more experienced, students are more likely to outperform test scores on other measures of success, such as proficiency, attending school, and getting better grades. When teachers teach in a supportive and collaborative environment, and experience in the same grade, subject, and district, the teaching become more effective. Then, more experienced teachers provide an advantage to colleagues, students and the school as a whole.

In their teaching practice as a teacher, student teachers encounter situations where their knowledge and skills are challenged, and their competence is assessed. A study conducted by Chunnei and Chuanjun (2011) revealed that student teachers lack the opportunity to teach and learn classroom management. Likewise, Luchembe (2021) established that the entire process of educational practice faces many challenges such as: lack of cooperation between teacher-educators and mentors and limited learning space lead to inadequate learning and peer teaching time. Besides the relationship with stakeholder, challenges also occur in the classroom or teaching-learning process in which the teacher's professionalism, competence, knowledge, and skill is at stake. Serliana, Utami & Kamil (2021) found out that in teaching practice a student teacher face problem in dealing with students' bad attitudes and learning motivation, including disrespecting the teacher, sleeping during class, and minimal participation in classroom activity.

As has been reviewed earlier above, there have been numerous studies conducted regarding the effect and importance of teaching experience in different fields of knowledge. As they specified in certain detail, with varies finding, there is still an open and great possibility of different findings and further research is necessary. For university students, there is one course in which students are required to carry out teaching practice which aims as a forum for implementing



theories that have been learned and testing students' abilities in carrying out teaching practice. The current study, therefore aims to investigate understanding student perceptions toward student practice. Thus, the problems of this study were formulated as; 1) What are the student-teacher practice perspectives about their teaching experience?, and 2) How is the student-teacher practice contributes toward student-teaching competence?

## METHODS

This qualitative study examines perception based on their practice. Qualitative research, according to Angrosino (2007) refers to the process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. In addition, Gay, Mills, & Airasian (2012) state that in the qualitative approach, the researcher uses the non-statistical technique of data collection and analysis such as observation and interview. This study intended to investigate the student's perception and practice of student-teachers. The qualitative approach was employed to gather the data and answered research problems.

The research participants involved in this study were 8<sup>th</sup>-semester English Department students of STKIP Muhammadiyah University, who joined the teaching practice or Student-Teacher Practices (*asistensimengajar*) at the junior high school. The total number of 15 students was based on the consideration which fulfills subject criteria. All the selected participants are ensured that had taken or joined the student-teacher class program. The participants were observed and interviewed. The observation and interview aimed to assess their perception and practice of the student-teacher program.

In order to collect the data, the researcher employed an interview protocol. The interview questions were developed based on the exploration of research questions. The interview protocol contained a recently characterized set of open-ended questions, and encourage questions were produced within the exchange between researchers and participants (Hunter, 2012). The interview questions were developed based on observation with adaption from four orienting categories introduced by (Tabachnick et al., 1982) with further improvisation regarding research problems. The questions were intended to clarify students' perspectives toward- and practices of student teachers program.

In order to obtain valid data and answer research problems, the interview is held to gather deeper information about the problem. The interview questions were elaborated based on three research variables or aspects; teacher perspectives, teacher practices, and student-teachers. For the first aspect, the questions were developed based on four orienting categories addressed by (Tabachnick et al., 1982) with the addition of two more categories. The elaborations of categories were developed into a series of questions to assess students' perceptions. Regarding the second variable, the questions were developed related to; lesson plan design, students' ability improvement, learning method, students' needs and interests, classroom assessment, good communication, time management, and learning motivation. Then, the third aspect regards the impact of teaching practice activities which include; the benefits, positive/negative experiences, and difficulties. As this research employed qualitative design. The gathered data from

the interview protocols were transcribed and analyzed descriptively by grouping, categorizing, and coding in categories (Pardjono, 2000).

The total numbers of participants involved in the interview are 15 student teachers. Each participant has a different duration depending on their response. The date of the interview showed that the interview processes were done on different dates, therefore the interviews were done for seven days. Further, for the analysis, the interviewee responses were transcribed. Then the researcher conducted content Analysis to find out the response related to the variables to answer research problems.

## RESULT AND DISCUSSION

This research investigated student teachers' perspectives of their teaching practice experience and explored the practice and its contribution toward their competence. Concerning questions about student teachers' perspectives on their teaching practice, students see teachers' roles as parents, educators, and facilitators, as well as parents and friends to the student. Therefore they should build close relationships and have a significant role in facilitating students' learning, increasing students' ability, and creating a conducive learning atmosphere. Moreover, student teachers' perception of student teachers' relationships supports Suryani's (2018) line stated: "Teachers must build a positive relationship with the students in order to increase students' academic outcome and their motivation that needed to be successful in both academic and life lessons". Moreover, students' diversity, curriculum, and student assessment are perceived broadly in their general terminology and play a significant role in the teaching and learning process. This finding supports the idea that through teaching practice, these student-teachers were able to get to know themselves better. Self-monitoring and self-assessment skills are valuable skills that apprentices need to acquire in order to become effective second language teachers and to conduct self-assessment independently and autonomously on an ongoing basis (Sathappan&Sathappan, 2018).

The finding of the second research question showed that teaching practice give a positive contribution to student competence and experience. This confirmed a previous study in the United States which found that teaching experience has a positive impact on student achievement (Kini &Podolsky, 2016). Teaching experience helps teachers better understand planning a lesson and create active learning. Teachers' competence increases with more experience they have (Rahmawati, et all, 2021).

In addition, teaching practice also give benefits to students in term of a deeper understanding of designing a lesson plan, the way to motivate student learning and improve their ability, applying teaching-learning method, planning classroom activities and assessments, building good communication, and managing time. Specifically, it gives student teachers real and lots of experience, know students' character, attitude, and behavior, organize learning, get valuable teaching experience, know how to mingle with fellow teachers, gain knowledge on how to teach and educate well, and channel theories learned into practical work.

Regarding student-teacher difficulty, the finding was in line with Mapinda and Honori (2022), which revealed that lack of accommodation, and transport





problems were the problems faced by student-teachers. Some rural school has very poor media to support the teaching-learning, such as limited electricity socket to the classroom, and no or very limited stock of projector. These matters become very challenging for them to create interesting and effective teaching or save time (time management). Then, some student teachers live far from the school, or do their teaching practice in remote areas with no public transport or outside their hometown. Therefore it is difficult for them to reach the school.

Moreover, the results also confirm previous research conducted by Aldabbus (2020) on a student at Tripoli University; classroom management skill is also a problem faced by student teachers. Such is the current study, student teachers face difficulties in disciplining disobedient students. the different students' characters become very challenging for teachers to control the classroom. One strategy may work for some, but not for others. Therefore student teachers must become very creative, and patient, and have great knowledge in dealing with students' characteristics and classroom control.

## CONCLUSION

Based on the finding of this research, it can be concluded that student teachers' perspective toward teaching practice is positive. They view teaching practice as a way to transfer their knowledge and increase their understanding of real teaching-learning situations. The teaching practice also contributes positively toward their competence improvement. Even though they also face some challenges in the process.

Furthermore, the research was expected to give a significant contribution to students, teachers, or researchers who were interested in a similar issue. Since the current study is limited to a particular setting of language teaching. Further research investigating the same issue in a broader sense is considered necessary.

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