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Submission date: 13-Jun-2023 10:40PM (UTC+0500)

Submission ID: 2115381370

File name: SPECIAL_NEED.pdf (132.29K)

Word count: 2057

Character count: 12246

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Farouq Ghoer et al., 2017

Volume 3 Issue 3, pp. 327-333

Date of Publication: 5th December 2017

DOI-<https://dx.doi.org/10.20319/pijss.2017.33.327333>

This Paper Can Be Cited As: Farouq Ghoer, H., Ratnawulan, T., Wachyudin, & Mulyati, E. (2017).

Special Need Education Teacher's Competency Mastery through Teacher Internship Program I. PEOPLE: International Journal of Social Sciences, 3(3), 327-333.

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SPECIAL NEED EDUCATION TEACHER'S COMPETENCY MASTERY THROUGH TEACHER INTERNSHIP PROGRAM I

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Abstract

A teacher and prospective teacher of Special Need Education are required to master, understand, and practice 4 (four) teachers' basic competences covering pedagogy, personality, social and professional competence with various peculiarities of learners, whether with permanent and temporary barriers. In fact, high score for final test does not reflect the four basic competencies. So it needs crucial study. Through R & D method, it is obtained the result that is; the developed instruments in teacher internship program I need to be adjusted to the

specialization of the learners; Obstacles that occur that the school's paradigm still consider the program is identic with PPLK (field practice), whereas teacher internship program is in semester 2, PPLK is in semester 6, the campus parties have not provided yet the theory of the internship program I before the practicing comprehensively. The internships program needs to be adjusted to the schedule of lectures; Designs are expected to be tailored to the specialty of learners (A, B, C), specialized in UNINUS, specialization A and C. To build teacher's attitude in pedagogic competence; Students experience and gain information about teachers' competencies, teaching and learning process and teacher's administration; In personality competencies, they acquire a good and flexible personality; for social competence, they gain experience of good relationships with children, parents, and colleagues, and in professional development, they follow the activities and the addition of teacher's documents.

Keywords

Mastery, Competency, Prospective Teacher of Special Need Education, Teacher Internship Program I

1. Introduction

In the KKNI-based KBK College curriculum it is stated that the PPLK program is changed into internship programs I, II and III which are an integral part of the profession of education, profession and teaching micro teaching.

The apprenticeship is undertaken by the Teacher Training and Education Faculty of the Islamic University of Nusantara Bandung is one of the most urgent activities and has an enormous influence on the development of professional prospective teachers.

A teacher or prospective teacher is required to master, understand and practice 4 basic teacher competencies that include: basic pedagogic competencies, basic competence of personality, basic social competence and basic professional competence

In this apprenticeship activity, the student groups are tasked with observing school culture, observation in building the four basic competencies of teachers and observing in order to strengthen the understanding of basic teacher competence and to describe the tasks of educators and education personnel.

Other subjects that support as an apprentice prerequisite are general education courses, namely teaching profession, educational psychology, introduction to education and learning curriculum

This apprenticeship activity is only held in the second half of the academic year 2014/2015, whose apprenticeship shows diversity, whether viewed from the students, school or the faculty or apprenticing service division. After apprenticeship 1, in the 4th semester continued on apprentices 2 and in the 6th semester continued on apprenticeship 3, while the outcome of internship 1 in the form of apprentice policy (guidance) applying the patent. Particularly for apprentices 1 based on preliminary study on PLD Prodi average satisfactory value means the value is in the value of A and B, but do not close the possibility of various barriers occur on the part of students, school and faculty or intern service division.

In other words viewed from the student evaluation of internship from Prodi result is satisfactory. The end result of the internship is obtained from attendance, apprenticeship theory, internship practice

Viewed from the school there are various opinions, there are those that have a positive effect and there is a negative effect for both students and schools,

Theoretically, the control of basic competence has a positive effect on the students and the reciprocity of cooperation with the school for the dedication of the school community. In other words, it is mutualism. The reality in the field there are schools that reject, feel patronized and other reasons, school programs are running, and disrupt learning activities.

Does the above argument, apprentice 1 scored above the average, describes the four basic competencies of the prospective teacher? Are the students comfortable in the school environment of the practice?

So with this study of literacy and preliminary study in this research is necessary, to know the mastery of basic competence of prospective teachers in apprentice 1 in pedagogic, personality, professional and social competence.

2. Research Problem

The questions are: 1) about the instruments developed in the apprentice 1; 2) the obstacles that have occurred during apprenticeship 1; 3) the expected apprenticeship / design 1

and 4) how to build the teacher's attitude in the internship program 1 (pedagogic competence, social competence, social competence and professional competence).

- Instrument for teacher internships program I

The developed instruments in teacher internships program I is about 80% good or in accordance with the internship component I, while the addition is special for the SLB needing adjustment to the student's disability. It is advisable the student can develop the apprenticeship I instrument, guided by supervisors and *Pamong* teachers so students are expected to be readier to implement this internships.

According to the lecturer's respondents: the developed instruments have not been offered yet to the schools as a whole as the source of data search

According to student's respondents: Less effective interview guidelines still need improvement and necessary instruments made specifically for SLB.

- Obstacle Factors in Teacher Internship Program I

4 of 9 schools stated that there were no significant obstacles, meantime 5 schools stated that the apprenticeship schedule clashed with the lecturing. The internship also need to be adjusted to the educational calendar. It resulted the in-depth study of the internship was not enough.

According to the internship lecturer 1: The internship needs to maximize socialization to the *Pamong* teachers

According to Student respondents stated: The internship clashed with lecturing schedule; it was hard to meet with *Pamong* teachers, it was hard to collect documents, the school of the internship was away from the students' residence.

- Development of Internship Design I

5 of 9 schools claimed that the design was in accordance with field conditions, meanwhile 4 schools stated that the design/guidance should be more specific in accordance with the disability; small groups of internships and the reports need further clarification in the design/internship manual

The internship design and guidance still needs improvement according to the school's situation and the internship at each department

According to student' respondents, the design were quite good and understandable; very helpful in the implementation of internships, had been detailed, and some argue that it should be more innovative.

- How to Build Attitudes in Teacher Internship Program I

According to teacher / school respondents, for pedagogic competence, it is better to understand the learners' character; must cooperate; should be able to do assessment and understand the children's characteristics before creating lesson plan; needs observation for teaching and learning; needs internship 2 to be more effective; students need four basic knowledge of the teacher' competencies

According to the internship lecturer 1: the students get information and experiences about the teacher's competencies in the learning process and administration

According to the students: it is recommended to implement constructivism system on learning; to develop syllabus and lesson plan so that the students can manage the learning well; to understand learners, to evaluate learning outcomes; to comply with the rules and laws of the educational profession; must understand the teachers' characteristic, to update the teachers' knowledge about special needs.

For personality competence

Teacher respondents: have good personality, have good use in language, have good dress and attraction; conduct teacher personality observation; have an example in attitude, and show a good work ethic and discipline;

According to the respondents of the apprentice lecturer 1: to gain experience as a teacher that is capable of establishing good relationships between children, parents, and colleagues.

According to respondents of student: must be good morals to others, polite, exemplary for learners

For social competence

Teacher respondents: Teachers should be examples in the community; observe how teachers interact with their learners; be friendly and humble; need to have other competencies; can work with others; be tolerance and empathy; adapt in the workplace.

Lecturer respondents: to gain experience in development of teacher profession

Student respondents: teachers need to socialize with learners and parents, co-workers, colleagues, so it easy to get problem solving

For professional competence,

Teacher respondents: utilize IT and communications more; be diligent and insightful; must be a scholar and certified; need to observe teachers in serving students; be competent in answering questions about his profession; should be role models in working as a professional.

Student respondents: must master the material, structure, concepts, deep-thinking science in conveying to learners; need totality in work; be discipline in teaching; need to preserve culture or art, to develop the talents, interests and potential of learners and need to find teachers who have the art background so they are able to provide experience to learners.

3. Conclusion

For instrument apprentices I is good enough for the contents of the instrument; the internal barrier of the campus is the clash between the college schedule and the apprenticeship schedule, the student is still inadequate in apprentice theory I whereas internally the apprenticeship should be adjusted to the school education calendar, it is necessary to coordinate between the campus and the school during the preparation of internship or socialization and coordination as well as continuous communication; Development of design / apprenticeship manual I need to be adjusted to its specificity or specification in PLB Uninus Bandung; How to develop a teacher training attitude in internship I need deepening of pedagogic competence ranging from syllabus, RPP, way of assessment, how to assess learners, personality competencies need to understand personal academic community of schools including students, student social competence must be flexible with various parties, while professional competence students must be able to apply their knowledge according to their certification.

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