

CHAPTER I

INTRODUCTION

This chapter introduces the research field and its underlying rationale. It provides a description of the key issues within the research field and justification for its selection. The discussion of these issues is complemented by a description of previous research, the elimination of research flaws, the formulation of the research questions, the research objectives, and their significance.

A. Background of the Study

Teachers play a crucial role in shaping the quality of education. They are expected to possess various competences, as mandated by Law No. 14 of 2005 articles 8 and 10. Teachers are required to have academic qualifications, competencies, teacher certification, physical and mental health, and the ability to achieve national education goals. Teacher competencies include pedagogical, personality, social, and professional competencies acquired through professional education.

To achieve these competences, the teacher education institution provides field-based practicum, known as a program of *Pengenalan Lapangan Persekolahan* or introduction to school fields (FKIP EDU). The program offers prospective teachers hands-on teaching experience at different educational levels, helping them apply university-based theory in real classrooms. Research highlights its role in building pedagogical knowledge and reflective practice (Hoban, 2021). Structured from observation to active teaching with mentor guidance, the program supports skill development, professional identity formation, classroom management, and understanding school socio-cultural dynamics (Kayi-Aydar, 2019). Moreover, the program encourages student teachers to reflect on their practice, document experiences, and assess their teaching to promote continuous improvement. Its structured approach, focused on observation, guided practice, and feedback, supports experiential learning and mentorship in line with modern teacher education models (Grossman & McDonald, 2008; Darling-Hammond et al., 2020).

It also enables student teachers to apply and enhance their skills in curriculum development, assessment, and differentiated instruction, which are vital for effective English language teaching.

Specifically, FKIP EDU refers to a program from Faculty of Teacher Training and Education that focuses on preparing future teachers to develop their educational knowledge and teaching practice through real life teaching. In implementing the FKIP EDU program, student teachers will receive guidance from mentor teachers or called as supervision teachers who have previously taught and have experience. Supervising teachers, through their guidance and feedback, can shape student teachers' professional identity, self-efficacy, and pedagogical beliefs. Student teachers, in turn, can challenge supervising teachers to reflect on their own practice, consider alternative approaches, and stay abreast of current educational trends. The quality of these relationships is critical to the success of the practicum experience. Recent research underscores the importance of fostering positive, collaborative mentoring relationships, emphasizing the need for clear communication, mutual respect, and shared goals (Hattie & Donoghue, 2016). In the context of English language teaching, the interaction between supervising teachers and student teachers can be particularly impactful. Supervising teachers can provide insights into the specific challenges of teaching English in the local context, such as cultural considerations, language proficiency levels, and access to resources.

The FKIP EDU program with interaction between supervising teachers and prospective student teachers was implemented in one of the Junior High Schools in Tasikmalaya city. This school has been one of the partners in collaboration with a local state campus to implement the FKIP EDU program. This program involves teacher training students from teachers' education departments. During the FKIP EDU implementation process, the student teachers have shown various potential teaching competences, particularly in pedagogical competence and professional competence. For this reason, the researcher is interested in examining the supervising teacher's perception of the competence of prospective student teachers in implementing FKIP EDU in a junior high school.

Several previous studies (Karim et al., 2021; Azizpour & Gholami, 2021; Lorensius et al., 2022) have discussed educational supervision, mainly focusing on how it enhances teacher competences or explores supervisors' attitudes towards student teachers. In the other literature, student teachers frequently believe that their education at university does not sufficiently prepare them for the challenges and difficulties of real-world teaching (Hascher et al., 2004; Zeichner & Tabachnick, 1981; Wulandari & Lestari, 2019).

Few studies have specifically examined supervising teachers' perceptions on student teachers' competences during teaching practicum, particularly within the local Indonesian context and in English language classrooms at the junior high school level. Moreover, some literature actually finds that supervising teachers assess student teachers' teaching competences such as the mastery of subject matter or classroom management and student engagement, whereas mentoring approaches varied significantly while some mentors give supportive feedback to encourage reflective practice, and maintain tight control over instructional content (Kayi-Aydar & Yi, 2021; Lejonberg & Tiplic, 2021). Limited research has explored how supervising teachers perceive student teachers' teaching competences during FKIP EDU, especially in terms of pedagogical and professional competences. Therefore, this study attempts to fill that gap.

B. Formulation of the Problem

Based on the background above, the researcher formulates a research question: "How do supervising teachers perceive student teachers' pedagogical and professional competencies in teaching English during the FKIP EDU program?"

C. Operational Definitions

- 1. Supervising Teaching Perceptions:** It refers to how they view the performance of the student teachers' pedagogical and professional competences during the implementation of FKIP EDU program.
- 2. Teaching competence:** It refers to the ability of student teachers to perform essential teaching tasks effectively based on two main genres of

teaching competence such as pedagogical competence and professional competence.

3. **FKIP EDU:** FKIP EDU is a program of all curricular activities that must be carried out by prospective teacher as a training to apply the theory obtained in the previous semester, in accordance with the requirements that have been set and its implementation becomes material for determining the perception of supervising teachers regarding the teaching competence of prospective student teacher in junior high school.

D. Aim of the Study

This research aims to examine supervising teachers' perceptions of student teachers' pedagogical and professional competences in teaching English at junior high schools during the FKIP EDU teaching practicum in terms of pedagogical skills and professional.

E. Significances of the Study

1. Theoretical Use

This research contributes to the theoretical understanding of how supervising teachers assess and perceive the competences of student teachers, particularly in the context of the FKIP EDU program based on the TPACK framework. By examining the specific perceptions of supervising teachers regarding pedagogical and professional competences, this study adds depth to existing theories on teacher evaluation and the development of future educators. Furthermore, it provides insights into the dynamics between teacher assessment and the preparation of student teachers for the teaching profession.

2. Practical Significance

The practical significance of this study lies in its potential to improve the effectiveness of the FKIP EDU program. The findings can provide valuable feedback to supervising teachers on how to better assess and support the development of student teachers' competences. For student teachers, the results

may offer insight into areas for personal and professional growth. Moreover, the study's findings could help institutions like Universitas Siliwangi refine their teacher preparation programs, ensuring that they meet the needs of future educators more effectively.

3. Empirical Significance

Empirically, this study offers significant contributions to the body of knowledge regarding supervising teachers' perceptions of student teachers' competences during FKIP EDU. The research provides data on how supervising teachers view student teachers' teaching abilities, which can inform future empirical studies on teacher assessments and practicum programs. The results can also serve as a basis for longitudinal studies on the effectiveness of teacher preparation programs, specifically in terms of practical teaching competences and how they are perceived by experienced educators.