

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. Teachers Perception in Joining “*Guru Pembelajar*” Course

The teacher perception on “*Guru Pembelajar*” Course can be seen by three component. They are cognitive component, emotional component, and readiness to behave.

a. Cognitive Component

1) Knowledge

Teachers perception can be known by cognitive component. The indicators of the cognitive are the meaning of English *Guru Pembelajar* course, the aims of English *Guru Pembelajar* course, the kinds of English *Guru Pembelajar* course model. The teachers knows the meaning of *Guru Pembelajar* course. It can be seen by the *Guru Pembelajar* 1 (GP-1) and *Guru Pembelajar* 2 (GP-2) explain:

“*Guru Pembelajar*” is the effort to improve the teacher competency. The activities can do by face to face direct interaction model, netting model, and combination (face to face model and networking) (GP-1/CC/6-11/17).”

“*Guru Pembelajar* is teachers who keep studying and developing their ability as educators. They do this for their students achievement (GP-1/CC1/6-11/17).”

“*Guru Pembelajar*” is the program to improve the teacher competency and performance. Teachers keep studying and

developing their ability to reach a good achievement (GP-2/CC1/11/17).”

The teacher understand about the aims of English guru pembeljar course. It is improved by *Guru Pembelajar 3* and *Guru Pembelajar 4* said:

“The aims of *Guru Pembelajar*” Program: Improve the teacher competency Improve the teacher performance (GP-3/CC2/7-11/17).” The aims of *Guru Pembelajar*” Program: Improve the teacher competency and the teacher performance (GP-4/CC2/7-11/17).

Guru Pembelajar 5 tells about “The aims of *Guru Pembelajar* with the same meaning with the explanation above. She talk that the aims of *Guru Pembelajar*” Program is improving competency and performance of the teacher. They hope with the high competency and performance, the stidents achievement will be better (GP-5/CC2/8-11/17).

The teachers can answer the question of the kind of the *Guru Pembelajar* model. They comprehends all the model. We can see their answer about what kinds the model is below:

Direct Interaction Model, Net Model, and Combination Model (GP-1/CC3/6-11/17).

Direct interaction is done by meeting the fasilitator and teachers as “*Guru Pembelajar*.” Direct interaction consist of by full direct interaction, direct interaction in-on-in, PKG (Pusat Kegiatan Gugus) for PAUD, KKG (Kelompok Kerja Guru) for Basic School, MGMP (Musyawarah Kerja Guru) for SMP/SMA/SMK, and MGBK (Musyawarah Guru Bimbingan Konseling) (GP-2/CC4/6-11-17).

“Direct interaction is done by fasilitator and teachers in the program face to face. (GP-4/CC4/7-11-17). Net model is “*Guru*

Pembelajar” is held by using the computer and internet (GP-4/CC6/7-11-17). Net model is “activities *Guru Pembelajaran*” by using the computer and internet (GP-5/CC6/8-11-17). The model of combination is activities in direct interaction model and net model” (GP-5/CC6/7-11-17).

The teachers have a good knowledge about “*Guru Pembelajaran*” course. They know the meaning, aims, and the kinds of *Guru Pembelajaran* course well. They explain the meaning, aim and the kinds according to Kemendikbud Guide of “guru pembelajat’ course.

2) Belief

Teachers perception can be known by teachers belief. They believe English “*Guru Pembelajaran*” course improve knowledge. They believe English *Guru Pembelajaran* course improve your skill. *Guru Pembelajaran 5* (GP-5) gave the information and belief:

“I believe English “*Guru Pembelajaran*” course can improve the knowledge if we follow the course effectively” (GP-5/CC7/8-11-17).

“Yes of course. Because the teachers are trained by the competent and professional tutors (GP-5/CC8/8-11-17).”

Guru Pembelajaran 6 (GP-6) added the explanations about the teachers belief of *Guru Pembelajaran* can improve their knowledge and skill.

“I believe English “*Guru Pembelajaran*” course can improve the knowledge if we follow the course effectively (GP-6/CC7/8-11-17). Yes of course. Because the teachers are trained by the competent and professional tutors” (GP-6/CC8/8-11-17).

The explanations and answers above show that the members of *Guru Pembelajaran* have good perception in cognitive especially about the meaning, aims, and the model of English *Guru Pembelajaran* course. They believe that this course effective to improve their knowledge and skill of English teaching and learning. They really understand about “*Guru Pembelajaran* course.”

b. Emotional Component

This component can be seen to the members in choosing and following the model of English “*Guru Pembelajaran*” course. The other indicators the teachers or the members like the material of English “*Guru Pembelajaran*” course. The teachers think about the committee of English “*Guru Pembelajaran*” course. The teachers think of the tutor of English “*Guru Pembelajaran*” course. The teachers perceive about the evaluation of English “*Guru Pembelajaran*” course. *Guru Pembelajaran* 7 (GP-7) and *Guru Pembelajaran* 8 (GP-8) explain about the model their join:

“The combine model. Because it has many advantages. We can met to learn and learn by net (GP-7/EC1/10-11-17). The combine model. Because it has many advantages. We can met to learn and learn by net” (GP-8/EC1/10-11-17).

The teachers or the members like the material of English “*Guru Pembelajaran*” course. Because they can learn easily to improve our competency and performance by using computer and internet. it is

relevant with my job as a teachers. The material can be learn easily to improve our knowledge and skill.

“.....I like because we can learn easily to improve our competency and performance by using computer and internet. (GP-9/EC2/14-11-17). Yes. I like because we can learn easily to improve our competency and performance by using computer and internet. (GP-10/EC2/14-11-17).”

“Yes. I like because it is relevant with my job as a teacher. The material can be learn easily to improve our knowledge and skill” (GP-1/EC2/6-11-17).

The teachers think about the committee of English “*Guru Pembelajar*” course is very important to know. According to the teachers, the committee serves us professionally. The committee is cooperative. This can be improve with the explanation below.

“The committee serves us professionally (GP-9/EC3/14-11-17). The committee works professionally (GP-10/EC3/14-11-17). The committee is cooperative. The teachers, tutor, and the committee can work together and sharing (GP-1/EC3/6-11-17).”

The teacher emotional to *Guru Pembelajar* course can be indicated by the teachers think of the tutor of English “*Guru Pembelajar*” course and perceive about the evaluation of English “*Guru Pembelajar*” course. These explanation are displayed :

“The teachers think of the tutor of English “*Guru Pembelajar*” course. The teachers perceive about the evaluation of English “*Guru Pembelajar*” course.” The tutor is competent and expert so they help our problem to learn and to train as the teacher (GP-9/EC4/14-11-17). The tutor is competent and expert so they help our problem to learn and to train as the teacher (GP-10/EC4/14-11-17)

“I like it but the test is theoretical. It need the practice test (GP-9/EC5/14-11-17). I like it but the evaluation is theoretical. It needs the practice test” (GP-10/EC5/14-11-17).

Thus, the perception of the teacher to the *Guru Pembelajaran* course in emotional perspective is positive. The like the material, tutor, and committee. Although the think that test in the course is theoretical oriented, but the still like it.

c. Readiness to Behave

The teachers' readiness to behave is indicated with the teachers are willing to join in English “*Guru Pembelajaran*” course. The teachers do the implementation the material *Guru Pembelajaran* course at you the school after you follow the program, The teachers belief English “*Guru Pembelajaran*” course improve the student achievement. These explanation are displayed by the *Guru Pembelajaran* answer below:

Guru Pembelajaran 1 (GP-1) and *Guru Pembelajaran* 4 (GP-4) answer:

“..... We are happy to join in English “*Guru Pembelajaran*” course. Because we hope our this course help to improve our competency and performance (GP-4/RB1/7-11-17).” Yes. We are willing to join in English “*Guru Pembelajaran*” course. Because we hope our this course help to improve our competency and performance (GP-1/RB1/6-11-17). The aims of *Guru Pembelajaran*” Program is improving the teacher competency, like competency of pedagogic, competency professional, and performance (GP-1/CC2/6-11/17),

Yes. Because *Guru Pembelajaran*” course gives the material of teaching like lesson plan, method, media, evaluation, etc. I belief English “*Guru Pembelajaran*” course improve the knowledge if we follow the course effectively (GP-1/CC7/6-11-17).

Guru Pembelajaran 9 (GP-9) and *Guru Pembelajaran* 10 (GP-10) explain :

Yes. We like to join in English “*Guru Pembelajaran*” course. Because we can improve our competency and performance (GP-9/RB1/14-11-17). Yes. We are happy to join in English “*Guru Pembelajaran*” course. Because we hope our this course help to improve our competency and performance (GP-10/RB1/14-11-17). I belief it improves the student achievement. It is caused by teachers knowledge and skill improvement (GP-9/RB3/14-11-17). Yes. I belief it can improve the student achievement (GP-10/RB3/14-11-17).

Yes of course, but we cannot practice all the material (GP-9/RB2/14-11-17). Yes of course, but we cannot practice all the material that we learn in the course (GP-10/RB2/14-11-17).

2. The Problems Encounter by Teachers “*Guru Pembelajaran*” Course

There are many problems the English teachers encounter to learn in “*Guru Pembelajaran*” course. They aren’t practice the result of the course fully. It is caused by media problem. The media is not complete. The other hand, the time isn’t enough to implement the result *Guru Pembelajaran* course in the class. These teachers explain support the problems:

“.....we cannot practice all the material that we learn” (GP-4/RB2/7-11-17).

“The problem is implementation what the tutors train to the teachers at school. The problem about the time and media” (GP-2/PGP /6-11-17).

“...We need media and supervision to practice the result of *Guru Pembelajaran* course. (GP-9/PGP /14-11-17). We don’t have enough time to practice the result of *Guru Pembelajaran* course in the class” (GP-10/PGP /14-11-17).

“The problem is implementation of the result of the course at school. We need the complete media and headmaster guidance” (GP-1/PGP /6-11-17).

“We need media and headmaster supervision to practice the result of *Guru Pembelajaran* course.” (GP-3/PGP /7-11-17).

B. Discussion

This research discovers that the teachers have a good perception in cognitive, emotional, and readiness perspective. According to Bimo Walgito (Sunarru, 2011: 36) explained that perception has three components. They are perceptual component, emotional component, and action component. This component related to knowledge or information and belief the preceptors to the object. The people of knowledge about object make the people belief related to the object. This component can be look at the knowledge of teacher about “*Guru Pembelajaran*” course, especially knowledge of the teacher to the mean of *Guru Pembelajaran*, aims of the program, members of *Guru Pembelajaran*, model of *Guru Pembelajaran*, management of *Guru Pembelajaran*, evaluation system, and facilities.

This emotional component related to like and dislike to the object. The preceptors like is positive case. The preceptors dislike is negative case. The people evaluate the object that they like or not. They evaluate the aims of the program, members of *Guru Pembelajaran*, model of *Guru Pembelajaran*, management of *Guru Pembelajaran*, evaluation system, and facilities. This component or readiness to behave related to action of preceptors after thinking the object. It means that the people ready to behave according the object they look and percept. In *Guru Pembelajaran* course, the teachers are ready or not to behave in real application at school.

Their cognitive about the *Guru Pembelajaran* course according with the Kemendikbud guidance on the *Guru Pembelajaran* course. The teacher

perception on the meaning, aims, and model are in line with the guidance book from Kemendikbud. The teachers' perceptions of the meaning *Guru Pembelajar* course are activities to learn to improve the teacher knowledge and skill continuously. It has a goal to get the high teachers' competency and performance.

“*Guru Pembelajar*” is the effort of the government, profession association, university, industry world, and social organization to improve the teacher competency. The activities can be done by face-to-face direct interaction model, networking model, and combination (face-to-face model and networking) (Kemendikbud, 2016: 11).

Scheffler (Peters, 2010: 83) explained that teaching may be characterized as an activity aimed at the achievement of learning, and practiced in such a manner as to respect the student's intellectual integrity and capacity for independent judgment. Such a characterization is important for at least two reasons: First, it brings out the intentional nature of teaching, the fact that teaching is a distinctive goal-oriented activity, rather than a distinctively patterned sequence of behavioural steps executed by the teacher. Secondly, it differentiates the activity of teaching from such other activities as propaganda, conditioning, suggestion, and indoctrination, which are aimed at modifying the person but strive at all costs to avoid a genuine engagement of his judgment on underlying issues.

Guru Pembelajar is teachers who keep studying and developing themselves for their life as educators. They do this not for the government or

the headmaster but for themselves and their students. If the teacher stop learning, it means that the teachers stop to be the teachers (Kemendikbud, 2016: 11).

The teacher perception is looked from their knowledge about the aims of *Guru Pembelajar* is improving the teacher competency. The competency means that the competency of pedagogic, competency professional, and performance. Kemendikbud (2016: 17) suggest the general aims of *Guru Pembelajar*” Program is improving the teacher competency. The competency means that the competency of pedagogic, competency professional, and performance. The Special Aims include mastery pedagogic and professional competency, have performance as educator and te leader for the students, have a big desire to learn to the develop their potencies (Kemendikbud, 2016: 18).

The teacher perception of the kind of *Guru Pembelajar* course model are Direct Interaction Model, Net Model, and Combination Model. The said that direct interaction is done by meeting the fasilitator and teachers as “*Guru Pembelajar*.” Direct interaction consist of by full direct interaction, direct interaction in-on-in, PKG (Pusat Kegiatan Gugus) for PAUD, KKG (Kelompok Kerja Guru) for Basic School, MGMP (Musyawarah Kerja Guru) for SMP/SMA/SMK, and MGBK (Musyawarah Guru Bimbingan Konseling).

According to Kemendikbud (2016: 14) direct interaction is “*Guru Pembelajar*” activities by direct interaction between the fasilitator and teachers as “*Guru Pembelajar*.” The direct interaction include the material input, question and answer, discussion, course, training, quiz, practice, and do the

task. Direct interaction can do by a few alternatives. The are full direct interaction, direct interaction in-on-in, PKG (*Pusat Kegiatan Gugus*) for PAUD, KKG (*Kelompok Kerja Guru*) for Basic School, MGMP (*Musyawarah Kerja Guru*) for SMP/SMA/SMK, and MGBK (*Musyawarah Guru Bimbingan Konseling*). Net model is “*Guru Pembelajar*” is held by using the computer and internet. Net model is “*activities Guru Pembelajar*” by using the computer and internet. The model of combination is activities in direct interaction model and net model.

More recent understandings of interaction, and its roles and purpose in teaching and learning, see it as more than just the exchange of target language talk. Interaction is fundamentally a social process of meaning-making and interpreting, and the educational value of interaction grows out of developing and elaborating interaction as a social process. It is through interaction that learners engage with ideas and concepts and the diverse interpretations and understandings of these held by their interlocutors. In interaction, the participant is both performer and analyzer of what is happening. Educationally purposeful interaction must engage the learner in both roles (Scarino and Liddicoat, 2009: 39).

Understanding communication as a social process does not simply mean that language is used for ‘socialising’, it means that there is a social purpose for the interaction. In classrooms, the social purpose of interaction is related to learning, through the discussion of ideas, insights and interpretations. Classroom interaction is more than a simulation of everyday interaction: it is

interaction with learning as its central concern (Scarino and Liddicoat, 2009: 39).

A social view of interaction also means considering the participants in interaction in different ways. It involves interactions between teachers and students and between students and teachers, between students, between students and others (including the voices of others as they are encountered through texts, video, digital technologies, etc.). Interactions need to bring opportunities to students to explore their ideas, interpretations and reactions as they encounter the ideas, interpretations and reactions of others.

Such learning involves using language as a starting point for interaction to generate ideas, interpretations and responses, seeking opinions and the reasoning behind these, probing responses to elaborate deeper and more complex understandings, drawing out, analyzing and building on personal experiences, eliciting variability in contributions, and engaging with the diversity found as a resource for further interaction, engaging in open dialogues between participants in which all have opportunities to explore their own perceptions and understandings, developing language abilities to meet interactional needs rather than limiting interactional opportunities to current language capabilities (Scarino and Liddicoat, 2009: 39).

Net model is “*Guru Pembelajar*” program by using the technology such as computer and internet. The activities are done by indirect interaction between the facilitator and teachers as “*Guru Pembelajar*” course. Instructional system consists of registration processes, learning activities, and final test (Kemendikbud,

2016: 14). This model is combination between direct interaction model and net model. Facilitators can present by *firmware*, *brainwave*, and *software*. The facilitators or the mentors have two ways to guide the teachers, the first with direct interaction with the teachers and the second with virtual interaction. The virtual is done by video, audio, and text (Kemendikbud, 2016: 15).

Next the emotional component can see to the members in choosing and following the model of English “*Guru Pembelajaran*” course. The teachers or the members like the material of English “*Guru Pembelajaran*” course. The teachers like the committee of English “*Guru Pembelajaran*” course too. The teachers like the tutor of English “*Guru Pembelajaran*” course.

The teachers perceive about the evaluation of English “*Guru Pembelajaran*” course. They said the test is too much theoretical. The criteria of *Guru Pembelajaran* success is at least enough. The value final follows the Peraturan Kepala Lembaga Administrasi Negara No 15. Tahun 2015 tentang Pedoman Diklat 91 s.d 100 = Amat Baik (very good); 81 s.d 90 = Baik (good); 71 s.d 80 = Cukup (enough); 61 s.d 70 = Sedang (average); and 60 ke bawah = Kurang (low).

The teacher have positive thinking to the *Guru Pembelajaran* course. They like the program. According to Bimo Walgito (Sunarru, 2011: 36) explained that the emotional component related to like and dislike to the object. The preceptors like is positive case. The preceptors dislike is negative case. The people evaluate the object that they like or not. They evaluate the aims of the program, members of *Guru Pembelajaran*, model of *Guru Pembelajaran*, management of *Guru Pembelajaran*, evaluation system, and facilities.

According (Ayo, 2009: 63) said the perception and the Environment (people's actions, emotions, feelings and thought processes): The way in which a person perceives the environment largely determines the way he/she will react to it. If an individual perceives that the environment is friendly, accommodating and appreciative of his/her personality he/she is less likely to be aggressive to the environmental actors. Conversely, where the perceiver concludes that the environment represent significant threats to him/her then he/she may resort to defence mechanisms that gain expression as aggressive behaviours, which are simply conflict-oriented behaviours.

.The last, the research discover is perception the teachers is perspective to the action component. The teachers like to join in *Guru Pembelajaran* course. They are ready to practice the result of *Guru Pembelajaran* course. According to Bimo Walgito (Sunarru, 2011: 36) explained that the action component or readiness to behave related to action of preceptors after thinking the object. It means that the people ready to behave according the object they look and percept. In *Guru Pembelajaran* course, the teachers are ready or not to behave in real application at school.

The perception is according the proses by De Vito (Sobur, 2011: 449) insist the perception can be split into two processes. Firstly, processing sensory input, which transforms these low-level information to higher-level information (e.g., extracts shapes for object recognition). Secondly, processing which is connected with a person's concepts and expectations (knowledge) and selective mechanisms (attention) that influence perception. Perception depends

on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.

The perceptual systems of the brain enable individuals to see the world around them as stable, even though the sensory information is typically incomplete and rapidly varying. Human and animal brains are structured in a modular way, with different areas processing different kinds of sensory information. Some of these modules take the form of sensory maps, mapping some aspect of the world across part of the brain's surface. These different modules are interconnected and influence each other. For instance, taste is strongly influenced by smell.

Most, Simons, Scholl, & Chabris, 2000 (Spielman, 2017: 152) said that In a similar experiment, researchers tested inattention blindness by asking participants to observe images moving across a computer screen. They were instructed to focus on either white or black objects, disregarding the other color. When a red cross passed across the screen, about one third of subjects did not notice it.

Swets (Spielman, 2017: 152) said that motivation can also affect perception. Have you ever been expecting a really important phone call and, while taking a shower, you think you hear the phone ringing, only to discover that it is not? If so, then you have experienced how motivation to detect a meaningful stimulus can shift our ability to discriminate between a true sensory stimulus and background noise. The ability to identify a stimulus when it is embedded in a distracting background is called signal detection theory. This

might also explain why a mother is awakened by a quiet murmur from her baby but not by other sounds that occur while she is asleep. Signal detection theory has practical applications, such as increasing air traffic controller accuracy. Controllers need to be able to detect planes among many signals (blips) that appear on the radar screen and follow those planes as they move through the sky. In fact, the original work of the researcher who developed signal detection theory was focused on improving the sensitivity of air traffic controllers to plane blips.

Fawcett, Wang, & Birch (Spielman, 2017: 152) explained that our perceptions can also be affected by our beliefs, values, prejudices, expectations, and life experiences. Individuals who are deprived of the experience of binocular vision during critical periods of development have trouble perceiving depth.