

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Perception

Perception is a form of experience that has not been realized correctly, as the individual concerned has not been able to distinguish themselves with the object lived, Mahfudh (1991, p.73). Meanwhile, according to Winkel (1998, p.10) perception is a global observation has not been accompanied by consciousness is not yet the object is different from each other or the ability to distinguish between the objects with each other based on the physical characteristics of these objects. Another opinion expressed by Walgito (1994, p.53) perception is a tangible process of receiving the stimulus by individuals through their receptors.

Perception is the experience of objects, events, or relationships obtained by summing up information and interpreting the message of grace (1985, p.64). While, Davidoff (1988, p.232) defines perception as a process that organizes and incorporates our sense apparatus to be weighed in such a way that we realize, understand what it is. Perception is a global observation, not yet accompanied by consciousness, while the subject and object has not distinguished from one another.

Then according to Walgito(1994) that the occurrence of the process of perception is if one sees the object will cause stimulus and stimulus about the sensory or receptor tool. This process is called the physical process of the stimulus received by the sensory apparatus will be

continued by the sensory nerve to the brain. So the individual can realize what he is receiving with the receptor, so that the individual can realize what he is receiving with the receptor, so that a result of the stimulus it receives. The process that occurs in the brain or the center of consciousness is what is called the psychological process. Thus, the last stage of the process of perception is that individuals are aware of what is received through sensory or receptor devices.

Based on some of the above definitions the researcher can conclude that perception is the process of observation to everything that they receive by using the sense of humanity tools provide a picture of the object observed with the point of view is subjective depending on the knowledge that exist in each self so that the results interpreted someone different from each other. Factors influencing perception according to Irwanto (1899,p. 76)

1. Selective attention

Man receives many stimuli from his environment. With such circumstances humans do not have to respond to all the stimuli it receives. For that, the individual focuses on certain stimuli only. Many things in teaching practice that can be accepted by the cooperating teacher, but not all received by cooperating teachers and from this attention the cooperating teachers make assessment of pre-service teacher

2. Values and individual needs

An artist certainly has a different pattern and taste in his observations than a non-artist. Similarly, the assessment on teachers with other cooperating teachers different on the ability of pre-service teachers in carrying out their school duties.

3. Previous Experience

Past experiences greatly affect how a person perceives his world. The experience that the teacher received during interacting with pre-service will affect the perception of the cooperating teacher to the pre-service. Based on experience, teachers expect the ability to teach pre-service teachers better than last year, or even maintain if pre-service last year get a good impression and assessment of good teaching skills as well. The hope is pre-service teacher as educator or teaching can have professionalism teacher.

4. Learning or Experience

Perceptions of stimuli differ between individuals with other individuals. This can be caused by learning factors or individual knowledge of a stimulus. Understanding of cooperating teacher measured from the level of last education then the views on pre-service vary according to the knowledge they get. For example, pre-service in the management of teaching and learning using group discussion methods. At that time, the class condition is so crowded that the other classes, because

they do not know or do not know exactly the meaning of pre-service that he is doing the discussion, the teacher will assess the bad and even bad to the pre-service in managing the interaction of teaching and learning.

B. Competence

In the opinion of C. Lynn (1985: 33), that "competence my range from recall and understanding of facts and concepts, to advanced motor skills, to teaching behaviors and professional values". Competence may include repetition of facts and concepts to advanced motor skills to learning behaviors and professional values.

Spencer and Spencer in Hamzah B. Uno (2007: 63), competence is a prominent characteristic for a person and a way of behaving and thinking in all situations, and lasting for long periods of time. From these opinions can be understood that the competence refers to the performance of a person in a job that can be seen from the mind, attitude, and behavior.

According to E. Mulyasa (2004, pp.37-38), competence is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting. In the teaching system, competence is used to describe professional abilities namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be gained through education, training and other experience at the level of competence.

According to Law no 14 Year 2005 on Teachers and Lecturers, competence is a set of knowledge, skills, and behavior that must be owned,

experienced and mastered by teachers or lecturers in performing professional duties.

From some understanding it can be concluded that the competence is a set of mastery of skills, values, and attitudes that must be possessed, experienced, and mastered by teachers who come from education, training, and experience so as to carry out their professional teaching duties.

Becoming competent in language teaching has always been a complex challenging endeavor which requires many qualifications. Goe & Stickler (2008) defined teacher qualifications as credentials, knowledge, experiences, teaching strategies, and assessment activities that a teacher brings to the job.

Each individual who works in the organization, whether the organization engaged in education and non-education, certainly have a variety of goals and targets to be achieved in the future. One of the goals to be achieved by educational institutions, namely the creation of a generation of educated and qualified and highly competitive. To realize the quality of education, as expected, the existence of a professional teacher in the field plays an important role in the learning process and the formation of mindset, attitude and follow the pattern of their students. Teaching Professional in carrying out their duties have various competence required in transferring knowledge to their students include pedagogical competence, personal competence, professional competence and social competence (pp. No.19 of 2005).

1. Pedagogic Competence

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. According to Spencer (1993), that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According Mulyasa (2007), pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Components included in the pedagogical competency, namely : (1) controls the characteristics of learners from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual; (2) control of learning theories and principles of learning that educates ; (3) develop curriculum related to the subject matter; (4) conducting educational learning ; (5) utilize information and communication technology for the sake of learning; (6) facilitate the

development of potential learners to actualize their potential; (7) communicate effectively, empathetic, and manner with the students; (8) conducting the assessment and evaluation processes and learning outcomes ; (9) utilize the assessment and evaluation for the sake of learning ; (10) take action to improve the quality of reflective learning (Asmani, 2009). For the purposes of analysis of the pedagogical concepts used measurement indicators, among others; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential.

2. Personality Competence

Modeling an educator or lecturer is needed by their students. Therefore, an educator needs to have the capability with regard to the development personality. This is a personal competence of personal competence, namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization Surya, 2003 (p.138) in Hamidi and Indrastuti, 2012. While the PP. 19 of 2005 states that personal competence includes personal steady, stable, mature, wise, authority and example. Then Komara (2007) states that, personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably.

Measurement of personal competence used in this study include: (1) steady and stable personality, as measured by the indicators act in accordance with norms (laws), social norms, happy to work as a teacher and has a consistency in the act; (2) adult personality, as measured by indicators show independence in acting as educators and have a work ethic as an educator; (3) Personality wise as measured by the indicator displays the actions that are beneficial to the students, school and community and demonstrates openness in thinking and acting; (4) authoritative personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected; (5) Competence relating to the noble character, as measured by indicators, which act in accordance with religious norms and behaviors that can be followed by learners.

3. Professional Competence

Competencies related to the skills of teachers in the learning process are included in the category of professional competence. Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009:157). While Komara (Jamal : 2009:157) states that professional competence is the ability of dealing with the adjustment tasks and competence of lecturers is very important because it directly relates to the performance shown.

According to Wijaya (1992:25-30 in Saragih, 2008) that the ability of professionals to be possessed teacher in the learning process are: control

of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

4. Social competence

Professional teaching in the field, in addition to the need to have a pedagogic competence, personality and professional competence is also needed competencies related to social activities (Social competence). Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities Surya (2003, p.138) (in Hamidi and Indrastuti, 2012). In that Regulation no 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society. Mulyasa (2007) states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, follow teachers, parents/ guardians of the students and the community. Indicators

used in the measurement of social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community.

According to teacher education standards of Council for the Accreditation of Educator Preparation (CAEP)(2014), teacher candidates and completers:

1. Know subject matter (including pedagogical content knowledge) and pedagogy,
2. Teach students in schools effectively and demonstrate their impact on student learning
3. Nurture the academic and social development of all students through professional dispositions such as caring, fairness, and the belief that all students can learn,
4. Use technology to enhance their teaching, classroom management, communications with families, and assessment of student learning,
5. Work collaboratively with the community and other school personnel to support

Student learning, and Engage in ongoing learning that improves practice.

In line with the standards of CAEP, the standards set by ministry of education (2006) in turkey are as follows:

1. Personal and professional values-professional development,
2. Knowing the student

3. Learning and teaching process
4. Monitoring and evaluation of learning and development
5. School-family and society relationships knowledge of curriculum and content

Due to the shift in the nature of language teaching towards more communicative and interactive view which is in line with the theory claiming that language development requires social interaction, a change in language teachers' presumed qualifications has been required as well Richards & Rodgers (2001). In language teaching context, one of the most crucial determinants of efficiency through social interaction can be language teachers' choice of feedback which is an important component of the formative assessment process since it provides information to both teachers and students about students' progress in reaching classroom learning goals Brookhart(2008).

Standards for Teacher Competence in Educational Assessment of Students:

C. Previous Study

There is some researchers for teachers' perception and pre-service teacher is often researched by the research activists in the professional education area. as in the study entitled Exploring Pre-Service Language Teachers' Perceptions and Actual Practices of Giving Feedback in Micro-teaching (Alli Kiya: 2016) which is this study was presented at an international conference in Turkey, with a discussion similar to my

research, this research also raises the teacher's perception but with different research objects, my research will focus on the opinion of teacher's perception about the performance of pre-services teachers, but the research of Alli Kiya focuses on the use of feedback used by pre-service in their micro teaching program.

Another research that similar with my research that is from mutia fauziah, This research is intended to find out about how the students' perception towards English teacher trainees' competencies is and how the competency level of the English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin is. The population of this research is 296 students of SMK Muhammadiyah 3 Banjarmasin academic year 2015/2016. The writer takes 25% or about 75 students as the sample of the study. The data are collected through interview and questionnaire. The collected data are then processed through stages; editing, coding, tabulating and interpreting. Then, the data are analyzed descriptive qualitative analysis and conclude inductively. The result of this research shows that the students' perception towards English teacher trainees' competencies in teaching practice at SMK Muhammadiyah 3 Banjarmasin is good. Since English teacher trainees have already met the indicators of teacher competencies, namely professional competence, pedagogical competence, personality competence and social competence. The competency level of the English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin is in good level (70.81%), which consists of professional competence (66.18%), pedagogical competence (72.21%), personality competence (73.39%) and professional competence (71.46%). Thus, based on the result of this research, the writer suggests to improve the quality of teaching practice especially in professional competence and placed the English teacher trainees based on their capacity in order to meet the school's needs where they are placed. Therefore, from Barbara Graham she is students in department educational, Ball State University, In this study she has profiled the background experiences, academic preparation and perceptions of a small number of cooperating teachers in a secondary Professional Development School site about their experiences in successful practice. The results indicate that cooperating teachers have a depth of understanding of their role in the process and that they undertake the responsibility with clear expectations for the experience. The data reveal four conditions, some that are commonly known and some that extend the understanding of the role of cooperating teachers in teacher preparation, that

support successful practice. The organizational structures of the particular PDS lay the foundation for the creation of zones in pedagogical construction. Most significant is the distinction between the conceptions and performance of maestros and mentors that emerges through their description of their role.