INCLINATION ANALYSIS OF STUDENT CAPABILITIES IN PROMISED TEACHERS OF THE LEARNING INDEPENDENCE PERSPECTIVE: EXPLORATION STUDY

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Abstract

Capabilities include competence, self-efficacy; self-confidence; self-discipline; to be responsible; self-initiative; and metacognition and what someone will bring to the workforce. This research strives to analyze the capability preferences of the prospective teacher in terms of learning independence. This descriptive study uses learning methods. Participants in this research were 21 students from the State University in East Java using purposive sampling techniques. The probing question is used as a research instrument. Descriptive data analysis. The consequences of data analysis explained that the ability in the aspect of high score learning skills was 85.4% responsible, 84.1% confidence, and 82.5% self-discipline. The conclusion of this study is the efficacy of the prospective student teacher from the perspective of independence learning shows the quality in the aspects of responsibility, self-confidence, and self-discipline. Nevertheless, the representative of self-establishment shows a lower trend correlated to other guidelines as much as 79.5%, or in other words, the meaning of participants is not optimum concerning their own desire for independence. This study reserves the need for further investigation into efforts to enhance the ability of prospective student teachers in higher education in theoretical and practical examinations.

Keywords:Capabilities, Exploration, Learning independence, Promised teachers

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INTRODUCTION

The more modern human culture, the increasing needs (Amin, 2017), therefore, the quality of human resources (HR) needs to be improved to be inevitable (Subekti, Rudi, Susilo, Ibrohim, & Suwono, 2018), including through the world education. Similarly, students are required to dynamically develop their capabilities (Susilo, Ibrohim, & Suwono, 2017) so they can live successfully in this era. The era of capability is a fundamental change in the paradigm of learning objectives (Sulton & Susilo, 2017). A prominent characteristic in the 21st century is the development of technology, information, and global challenges (Ibrahim, 2014). In line with this opinion, the development of student capabilities is seen as urgent to solve the problems of their lives and prepare for their future (Subekti, Susilo, Ibrohim, & Suwono, 2018; Susilo et al., 2017). Thus the development of student capabilities is seen as very urgent for the development of professionalism to face the challenges of the workforce and be able to find alternative life problems that are increasingly dynamic.

Capabilities include competencies, self-efficacy, and metacognition that someone will bring to the world of work (Subekti, Susilo, et al., 2018) which is likely to be a new thing that they face. Capacity development in education and learning develops from competence to capability (Sulton & Susilo, 2017). Capability characterization for prospective teachers is a competence, self-confidence, and metacognition in applying teaching theory, theoretical concepts related to scientific discipline, student development, and performance abilities (mastery of digital technology, communication, collaboration, problem solving, and critical thinking) through experience empirical, as well as attitudes (responsibilities) that pay attention to and apply the good culture of the Indonesian people (Unity in Diversity, mutual cooperation, politeness) in various situations (Subekti, Susilo, Ibrohim, & Suwono, 2017) wisely and wisely. Developing capabilities is one of the urgent problems to be solved by the emergence of several cases (Tasiwan, 2016) the development of learning in schools and in universities. Thus, higher education is expected to increase competitiveness and make students wise and independent individuals in learning. Capability in the context of learning independence in this research activity refers to the Focus Group Discussion (FGD) that has been conducted jointly between Surabaya State University (UNESA), and Malang State University (UM),

and the Ten November Institute of Technology (ITS). The results of the FGD formulated student capability indicators that were in line with the context of this study, namely (a) independence from others or independence, (b) having self-confidence or self-confidence, (c) showing discipline or disciplinary behavior, (d) showing behavior responsible or responsible, (e) exhibiting behavior based on self-initiative or self-initiative, and (f) metacognition.

This study aims to analyze the preference of prospective teacher student capabilities in terms of the independence of learning in higher education. It is hoped that this research study will provide recommendations on the design of capability development in tertiary institutions. The importance of this research is to produce data on the independence of learning preferences profile from the perspective of life-based learning capability in tertiary institutions. This data will be a reference for developing a prototype model for enhancing capabilities. The development of the intended capability does not necessarily leave learning professionalism so that this model is expected to bridge the paradigm shift from learning professionalism to learning capability. This model can then be a model for developing curriculum models and other learning infrastructure in accordance with the paradigm of life-based learning in tertiary institutions, specifically for the environment of Surabaya State University (Unesa).

METHOD

This descriptive study uses exploratory methods. Exploration method is a method that allows open investigation (Saldaña, 2013) by implementing quantitative instruments (Leavy, 2017) to explore a phenomenon (Mertens, 2015). Participants of this study were 21 students from the Language and Literature Faculty (FBS) of Surabaya State University (Unesa) using purpusive sampling techniques. The research instrument was developed in the form of a questionnaire to capture data on students about the capability preferences of students, with six indicators, namely self-reliance; confidence; self-discipline; be responsible; self initiative; metacognition which is the result of Focus Group Discussion (FGD) activities with collegial research teams of Unesa, UM, and ITS.

RESULTS AND DISCUSSION

Capability is a source of competitive advantage and sustainability, because the way in which routines are developed is difficult to

observe and causally unclear. Visualization of student capability preference analysis is shown in Figure 1.
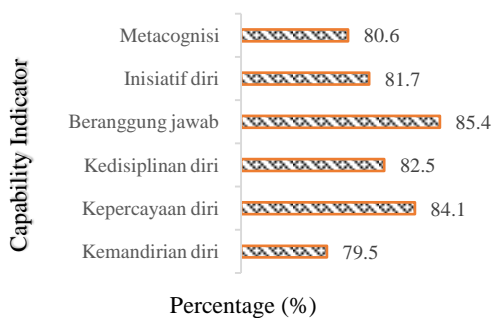

Figure 1. Percentage of student inclinations based on indicators

Referring to Figure 1, the percentage showing a high score is 85.4%, and 84.1% confidence, and 82.5% self-discipline. However, self-reliance factor showed lower tendency compared to other indicators by 79.5%, or in other words which means participants were not optimal related to self-independence preferences. A discussion of the students' learning independence preferences in more detail is described as follows.

1. Self-reliance

Independent learning, or similar terms such as independent learning and independent learning, has been advocated and promoted as a major contemporary educational goal (Lau, 2015). Ability in decision making, creativity, trust and confidence are attitudes that show the behavior of independence (Astuti & Sukardi, 2013). Independence is expected to be able to build their ideas and knowledge in increasing their capacity and capability related to learning outcomes (Kulsum, Kustono, & Purnomo, 2017). Thus it must be able to prepare students to become independent individuals.

Independence is a person's behavior and desire to do tasks that are not dependent on others (Paulina & Wardoyo, 2012). Developing independence to create deep learning experiences for students (Krucoff, 2019). The high level of learning independence can be interpreted that students apply self-regulation well because they do not depend on help or direction from other parties in conducting learning activities (Hanifah, Mulyadi, & Tanuatmodjo, 2017). But on the contrary, the level of independence of learning is low in category if the tendency to rely on assistance and guidance, and less aware of learning activities is his need.

2. Confidence

Self-confidence or self-efficacy is a belief in one's capabilities in developing cognitive resources, and the necessary behaviors that are adapted to specific situational demands (OECD, 2018). Referring to Bandura's concept of self-efficacy, it is stated that the capacity of educators to influence performance (Mok & Moore, 2019) in students or students. Another definition, stating self-efficacy refers to a belief in one's capability and capacity in managing and actions to produce the achievement of his duties (Bandura, 1997; Anstiss, Meijen, & Marcora, 2018; Peleg & Idan-Biton, 2018). One of them is self-efficacy, which refers to students' beliefs, hopes, and beliefs about their ability to perform tasks (Cheng, Tsai, & Liang, 2019; Ferreira, Morais, & Brothers, 2019).

Self-efficacy is also synonymous with competence, which is a confidence related to its ability to perform activities (Jäkel, 2019) or its tasks. Self-efficacy is also an individual's belief in their ability to achieve satisfactory academic results in an educational learning environment (Metcalf & Wiener, 2018). In line with this, self-efficacy is defined as the capacity of individuals to act effectively to produce the desired results, especially those felt by individuals (Nie, 2019). Similar exposure, states that self-efficacy is a belief in managing and managing, implementing actions in order to achieve certain goals (Chi, Liu, & Gardella, 2016). Self-efficacy is also considered as motivation (Höltge, Ehm, Hartmann, & Hasselhorn, 2017; Lee, Simic, & Vonk, 2019) to improve performance through different mechanisms (Boe, Säfvenbom, Johansen, & Buch, 2018). Similar opinion states, self-efficacy is defined as the belief that a person can overcome a variety of situations, difficulties, obstacles and new tasks, as well as confidence in one's self capability in managing and implementing the behaviors needed to overcome stressful situations in the future (Peleg & Idan - Biton, 2018). Self-efficacy is also considered as motivation (Höltge et al., 2017) to improve performance through different mechanisms (Boe et al., 2018).

3. Self-discipline

Self-discipline is one of the most desirable characteristics that can be developed in children. Self-discipline is one of the characteristics that is urgent to be developed in students (Brundrett & Lungka, 2018). Discipline is a set of behaviors and processes that visualize the values of orderliness, obedience, compliance, order, loyalty, (Yasmin, Santoso, & Utaya, 2016), awareness, willingness, and responsibility

individually and in groups in carrying out obligations that are contradictory to the rules has been agreed (Agustina, Daharnis, & Hariko, 2019).

Discipline is conceptualized as having important epistemological properties in all contexts (Bager, 2017). Creating self-discipline in students aims to make students able to manage themselves (Haryono, 2016) wisely. Based on the epistemology, the discipline is assumed to have important generative characteristics of behavior (Bager, 2017). Self-discipline is considered important in predicting academic or social success in the education system (Gindi & Paul-Binyamin, 2019). Discipline shapes the subject through the process of managing individuals to acquire knowledge and discursive norms (Sheldahl, 2019).

4. Responsibility

Responsibility is an important part in conducting research to present ethical questions for scientists (Resnik & Elliott, 2016) and it is important for young people to keep abreast of the times (Elviana, 2017) which is always dynamic. Responsibility is to dare to carry a task or worker seriously, sincerely, and use all abilities to do the tasks given (Lestari et al., 2018). The attitude of responsibility has the potential to motivate students to learn in order to get relatively good learning outcomes.

Teaching and applying good character education can be emphasized on universal good values, one of which is the attitude of responsibility. Responsibility can be interpreted as the best implementation and accept all consequences arising from the words and actions that have been taken (Suyidno, 2017). Thus, students need to develop an attitude of responsibility especially learning responsibilities.

5. Self Initiative

Self-initiative is a dynamic and interactive process in which individuals seek to meet their daily social, emotional, psychological and physical needs (Polacsek, Boardman, & McCann, 2019). Self-initiative is an action taken to correct or regulate emotions that have been selected and implemented without help from others (Matsuda, Kono, Nonaka, Fujio, & Kano, 2016). The phenomenon of self-initiative is not a relatively new thing, but has been around for a long time (Vaiman, Haslberger & Vance, 2015). Social interaction involves actions that are self-initiative (Wang et al., 2019). Self-initiative requires reducing dependence on external environmental support (Dahl, Ilg, Li, Passow, &

Werkle-Bergner, 2019). Individuals who carry out self-initiatives gradually also are more likely to achieve the targets expected (Hugley, Wolford-Clevenger, Sisson, Nguyen, & Cropsey, 2019). The importance of self-initiative enables students to take responsibility for themselves (Nichol et al., 2019) so that it also impacts on the systematic improvement of self-management.

6. Metacognition

Metacognition (metacognition) is very relevant in the field of learning (Gurbin, 2015) which is closely related to cognitive learning outcomes (Bahri, Duran, Amin, & Zubaidah, 2016) which is a high level of knowledge dimension. Metacognition is a high level process that controls the structure of existing knowledge (Cho & Linderman, 2019). Metacognition is awareness and self management (Hsu, Iannone, She, Hadwin, & Yore, 2016) in terms of using his knowledge, planning and monitoring his thought processes (Misu, Budayasa, & Lukito, 2018; Akbari, 2017; Almeida, & Lundqvist, 2017 ; Whitmarsh, Oostenveld,).

Metacognition generally as an activity to monitor, regulate (Geurten & Lemaire, 2019) assessing, modifying and controlling one's own cognition (Hermita & Thamrin, 2015) can encourage students to improve their learning (Gurbin, 2015) independently. Metacognition helps students to become more effective learners, because they are aware and able to regulate self-behavior with a variety of strategies they use (Colthorpe, Sharifirad, Ainscough, Anderson, & Zimbardi, 2017) and equip students with skills in the 21st century (Lukitasari, Handhika , & Murtafiah, 2016), one of which is information technology literacy. Metacognition is important in effective and relevant learning with the success of the mastery of information technology that is prevalent today (Gurbin, 2015).

CONCLUSION

The conclusion of the research is the capability preferences of prospective teacher students from the perspective of learning independence showing good preferences in the aspects of being responsible (85.4%,) self-confidence (84.1%), and self-discipline (82.5%). However, there needs to be an increase in the aspect of self-reliance (79.5%), or in other words the participants are not optimal related to self-independence preferences.

The implications of this study contribute to fostering professionalism of prospective teacher

students to develop capabilities. In terms of scientific development, this research offers the implications of similar studies for consideration and comparative materials related to similar studies. Based on these implications, it is necessary to have further research on efforts to improve the capabilities of prospective teacher students in higher education in theoretical and empirical studies.

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