Students' Knowledge, Perception, and Motivation on Preservice Teacher Profession Education Program

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Abstract. Being a teacher is not easy in the present. Teachers are required to have the professionalism and to be adaptive to the development of the modern era today. Such ability is needed to make Indonesian education develop better and competitively at the international level. Therefore, to improve the quality of teachers, the Indonesian government launches Teacher Profession Education (Indonesian: *Pendidikan Profesi Guru* PPG) program. Therefore, this research was conducted to diagnose the prospective teachers' preparedness (students of the Sociology Education program) for competing in the PPG program. The PPG program is required to get professional recognition or recognition in the teacher training field. Descriptive quantitative research was conducted by the authors to achieve the objective. The research results show that not all students have adequate knowledge of the PPG program. However, they have a reasonably positive perception or expectation of the PPG program. Unfortunately, not all students have adequate motivation to attend the PPG program. Some constraints remain the root of problems related to the students' unpreparedness, including credible information sources and adequate experience. Therefore, the diagnosis found should be followed up by the study program to enable the graduates to be competitive and get professional predicates.

Keywords: Education · preservice · profession · teacher

1 Introduction

Indonesian education is indeed sufficiently worrying, viewed from the quality of students' learning outcomes and teacher professionalism. A survey by *The Organisation for Economic Co-operation and Development* (OECD) in 2017 shows that about 16% of the 25–64 years old Indonesian population has achieved high education. Nevertheless, such a condition is far below the average of OECD states in general, 44% [1]. Such an indication is confirmed by Indonesian students' lower literacy and numeracy. Indonesia is always in the lowest ten ranks of all participant states in the *Programme for International Students Assessment* (PISA). The result of a survey in 2018 showed that only about 25% of Indonesian students have minimum reading competency, 24%

Table 1. Result of National Exam in Indonesia

No	Level	Mathematics	Indonesian	English
1.	Junior High School	46.56	65.69	50.23
2.	Senior High School (Language Concentration)	37.53	59.51	49.13
3.	Senior High School (Natural Science Concentration)	39.33	69.69	53.58
4.	Senior High School (Social Science Concentration)	34.46	59.52	44.78

(*Pusat Penilaian Pendidikan* [Education Assessment Centre], 2019).

have minimum or higher mathematical competency, and 34% have minimum or higher scientific competency [2]. Such a condition is sufficiently worrying not only at the global level but also at the national level. The National Exam scores of Junior and Senior High School students in Indonesia in 2019 are presented below (Table 1).

Indonesian education can be improved through the teachers' role in the classroom. The Policy Study Centre of the Republic of Indonesia's Ministry of Education reveals some findings. Firstly, the students' basic literacy is affected by class disciplinary climate. Secondly, the students' basic literacy is affected by the reading metacognition strategy implemented by teachers. Thirdly, the teachers' teaching practice affects the students' reading interest [3]. Considering the data, it can be concluded that the role of teachers' teaching in the class is the key to the students' successful literacy and numeracy. Literacy is one of the basic indicators of education quality targeted in Indonesia. The policy is used because literacy is a basic competency and the key to successfully improving students' learning competency all at once [4].

Based on the data explained, it can be summarised that Indonesian teachers should be able to improve their competency in developing the learning process in the class. However, the attempts taken by the government have not achieved the expectation effectively. This condition can be seen from teacher certification and Teacher Competency Test (Indonesian: *Ujian Kompetensi Guru* or UKG) programs. Some studies found that the government's attempt of improving teacher welfare through certification programs is not proportional directly to the work professionalism at school. Generally, teacher certification programs are too brief, more teaching time quantity-oriented, and eventually remain to be stuck to the school bureaucracy rather than to teachers' discretion [5, 6]. Meanwhile, the result of government evaluation to measure teacher's pedagogic ability and professionalism has not been satisfactory yet [7]. The highest mean score of UKG achieved by teachers at the Elementary School level in 2019 is 54.8 (fifty four point eight); meanwhile, the score achieved by teachers at Senior High school is 62 (sixty two). The total UKG score is only 57 (fifty seven) on average out of a maximum score of 100 (one hundred) [8]. Neraca Pendidikan Indonesia (Indonesian Education Balance) makes Teacher Competency Test below average as an indicator of Indonesian education problems. Some categories become the root of problems. Firstly, teachers have not mastered theory, method, and technique well. Secondly, teacher competency has not been compatible with learning activity. Thirdly, information technology competency is lower. Fourthly, the teacher organisation or community has not functioned optimally yet [9].

Referring to the teachers' challenge, the standard of a teacher should be improved through, among others, Teacher Profession Education (Indonesian: *Pendikan Profesi Guru* or PPG) program. Law Number 14 of 2005 about Teacher and Lecturer, particularly in Article 8, shows that teachers should also have education competency and certificates in addition to the academic qualification. Furthermore, Government Regulation Number 19 of 2017 mandates that teachers get professional recognition through Teacher Profession Education (PPG). Previously, PPG was provided to teachers who have taught at school only. However, the Indonesian government has begun to promote Preservice Teacher Profession Education (for fresh graduates and students who have served in school but have not been registered in educational databases or *data pokok pendidikan* or *Dapodik*). This program is a formal education provided to graduate and diploma IV students, either teacher training and non-teacher training programs, to get Educator Certificate. Prospective teachers that want to get professional predicate should attend the program with 39 credit points. The Indonesian government has provided a quota for 40,000 prospective students from various study fields, including sociology education in 2022. The prospective students were exempted from tuition and they should assume living and registration costs only [10].

The students should prepare the opportunity of being a professionally certified teacher earlier. PPG selection is not easy as it is held nationally by the government and cannot be attended through independent channels. However, have the students understood the PPG completely? Therefore, diagnosing the students' understanding, perception, and motivation in attending the PPG program is important.

2   Literature Review

Knowledge is a set of information acquired by an individual through certain experience [11, 12]. Knowledge will eventually affect an individual's action as well [13]. The element of students' knowledge on PPG in this research is surveyed at least through general description of program, selection process, and program category. The knowledge is created through external (socialisation) and internal (independent information exploration) processes in creating a comprehension.

Meanwhile, perception is a process of interpreting or creating meaning [14, 15]. Perception can affect an individual's worldview. Perception is also created through an expectation believed inside through the previously accumulated knowledge [16]. The process, to students, can be created through experience with the learning process. To students, higher education plays an important role in creating perception in dealing with the work realm [17]. Therefore, in this research, the students' perception of PPG focuses more on the representation of their expectation to improve teacher quality, professionalism, and skill in the program.

Furthermore, the motivation aspect is also important to evaluate as the projection of students' action in the future. Motivation is very important as it can determine an individual's life behaviour [18]. Motivation results from some interrelated factors, related to individual experience, wish, value, and expectation during interaction with others [19, 20] There are some aspects to be measured: students' availability to be teachers, self-preparation in attending PPG, and availability of attending PPG program. The students

are also asked to express their opinion about whether or not PPG can facilitate their opportunity of being a teacher and them to improve their teaching skill. The result of the current research diagnosis will be used later as the material of consideration in making policy or the follow-up of the Sociology Education study program in UM and other higher education institutions in the future.

Considering the explanation above, it can be summarised that actually knowledge, perception, and motivation are interrelated. Eventually, the processes will affect an individual's action. In this study, the author borrows rational choice theory suggested by Max Weber. To him, rationalisation is the implementation of knowledge to achieve the expected result. Weber argues that human social action starts with human's rational or irrational thinking and he suggests it as the types of social action, called Weber's fourfold typology of social action-affectual, traditional value, rational and means-end rational action [21]. An instrumental rational action is considered as having highest rationality. This type of action considers the compatibility of end to means and tools through conscious and logical consideration. A value-oriented rational action is actually similar to the instrumental rational one. But, the value-oriented rational action prioritises more the end (objective), while the means used can be adjusted to achieve the end. Meanwhile, an effective social action prioritises more selffeeling or emotion in taking action, and thereby the action is often unplanned and less controllable. In addition, a traditional social action prioritises more custom and tradition and thereby no longer considers other alternative means of achieving the end. Tradition is viewed as an absolute and irreplaceable process as it has been a part of the community's ever repeated living process [22].

3   Methods

This study used a quantitative research method with a correlational type. This quantitative research targeted the 2019- and 2018- generation students of Sociology Education of UM consisting of 101 and 75 students, respectively, with a total population of 181 students. Meanwhile, the sample of research consisted of 65 students, taken using random sampling technique. The author distributed an online questionnaire to students through Whatsapp and asked for their availability to complete it voluntarily. Validity and reliability tests were conducted with 20 respondents. Validity was tested using Pearson's, while reliability test using Cronbach's alpha. The validity and reliability tests showed that out of 15 questions, only 13 were valid and reliable (Tables 2, 3 and 4).

Wiratna Sujerweni (2014) states that a questionnaire is reliable when the Cronbach's alpha test score is higher than 0.6. Therefore, the questionnaire in this research was reliable, because the result of Cronbach's alpha test score is 0.813. Meanwhile, each question items also shows reliable result, as shown in the Table 5.

Having obtained a valid and reliable instrument, an analysis was conducted on the indicators of conception (understanding), perception, and motivation. The results of analysis were processed and described holistically to facilitate the analysis process. The author conducted an analysis through describing each item of questions responded to by the respondents. Thus, data description can be represented as the diagnosis of more varying problem roots. Having described each of the question items, the author conducted

Table 2. Summary of Pearson's Validity Test Result for PPG Conception Variable

No Item	rstatistic	r$_{table}$ 5% (102)	Sig.	Criteria
1	0.840	0.349	0.000	Valid
2	0.562	0.349	0.010	Valid
3	0.812	0.349	0.000	Valid
4	0.840	0.349	0.000	Valid
5	0.812	0.349	0.000	Valid

Table 3. Summary of Pearson's Validity Test Result for PPG Perception Variable

No Item	rstatistic	r$_{table}$ 5% (102)	Sig.	Criteria
1	0.466	0.349	0.038	Valid
2	0.777	0.349	0.000	Valid
3	0.749	0.349	0.000	Valid
4		0.349		Not Valid
5		0.349		Not Valid

Table 4. Summary of Pearson's Validity Test Result for PPG Motivation Variable

No Item	rstatistic	r$_{table}$ 5% (102)	Sig.	Criteria
1	0.887	0.349	0.000	Valid
2	0.819	0.349	0.000	Valid
3	0.682	0.349	0.001	Valid
4	0.610	0.349	0.004	Valid
5	0.768	0.349	0.000	Valid

Pearson's correlation measurement. Firstly, the author tested the correlation between knowledge and perception. Secondly, she tested the correlation between knowledge and motivation. Thirdly, she measured the correlation between perception and motivation.

4   Results and Discussion

4.1   Students' Knowledge on PPG Program

Knowledge or conception can be created through experience. The experience can be obtained through socialisation or searching for information independently. Considering the result of a survey on 65 students, only 11 (16.9%) have ever gotten socialisation on the program. About 54 students (83.1%) have never gotten socialisation. Such a condition

Table 5. Result of Reliability Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Knowledge/Conception				
1. Getting socialisation	8.00	7.368	.423	.803
2. Self inquiry	7.35	6.661	.716	.778
3. Material outline	7.80	6.905	.467	.800
4. Knowing the selection process	8.00	7.368	.423	.803
5. Difference between preservice and service programs	7.80	7.011	.422	.804
Perception				
1. Prospective teachers and teachers need to attend the program	7.25	8.513	-.147	.836
2. The program can improve the quality of education	7.25	7.671	.340	.808
3. The program can improve teacher professionalism	7.20	7.642	.528	.801
Motivation				
1. Interested in being a teacher having graduated	7.40	6.779	.592	.788
2. Will enrol the PPG	7.50	6.789	.516	.795
3. Preparing the self earlier for attending PPG	7.70	6.853	.461	.801
4. High opportunity of being accepted to be a teacher	7.30	7.168	.531	.795
5. Improving self confidence and competitiveness to be a teacher	7.25	7.145	.672	.788

indicates that not all students have known PPG completely. Meanwhile, the PPG program is very important to them following their study completion. It also indicates the need for the study program to socialise PPG earlier to the students. The recommendation is confirmed by the result of a survey showing that some students do not search for information on PPG actively or independently. Out of 65 students, 12 (18.5%) do not search for information actively, and 53 (81.5%) search for information actively and independently.

Students' knowledge of the PPG program is also very important to decide their measure in the future. The students, in fact, have not had optimal knowledge on PPG. Out of 65 students, only 22 (33.6%) know the outline of materials in the PPG program, while the other 43 students (66.2%) do not. The PPG program is an advanced Education on the-7th level standard in Indonesian National Qualification Framework (Indonesian: *Kerangka Kualifikasi Nasional Indonesia* or KKNI). Meanwhile, bachelors are on the 6th level. Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia* or KKNI) is the qualification gradation framework of Indonesian human resources juxtaposing, equating, and integrating education sector and training and job experience sector in a scheme of work competency recognition [23].

Administratively, some students do not know the selection process in the PPG program. Only 10 students (15.4%) do know, while 55 students (84.6%) do admit that they do not know the process. Meanwhile, there are two types of PPG programs. The first is the program for bachelor program graduates who have not been teachers or enlisted in the educational database. The second is the program opened to teachers with job experience or having been enlisted in Educational Database. Only 20 (30.8%) students do know the difference, while the rest of 45 (69.2%) students do not know.

Considering the survey result, it can be concluded that the student's knowledge on PPG is still lower. Such conditions can be seen from the inadequate access to information and the less independence in searching for information among the students. In addition, the role of study programs is very desirable in providing information because some students still do not know the selection procedure, material, and type of program available.

4.2 Students' Perception on PPG

The students' perception on PPG, in fact, has optimum outcome. Most students agree that both prospective teachers and teachers need PPG. Sixty one (93.8%) students confirm the need for PPG. They believe that PPG can improve the quality of Indonesian education. Sixty three (96.9%) students agree with the statement, while only 2 (3.1%) students do not agree with it.

The result of the survey also indicates that nearly all students believe that PPG can improve teacher professionalism (64 students or 98.5%), and knowledge, skill, and job experience (65 students or 100%). However, the data become the items of question excluded from the correlation because the result of the test indicates the invalid category of question. Nevertheless, the result of the survey can be a distinctive consideration material in the analysis.

Although the previous data found that not all students know the outline of material and the selection program in the PPG program, the students have positive perception or

Table 6. Correlation between knowledge and perception

		Total_knowledge _variable	Total_perspective variable
Total_knowledge _variable	Pearson Correlation	1	.075
	Sig. (2-tailed)		.551
	N	65	65
Total_perspective _ variable	Pearson Correlation	.075	1
	Sig. (2-tailed)	.551	
	N	65	65

expectation on the program. It means that the students likely have quasi knowledge on the PPG program. If this quasi perception is left, they will likely be merely a part of the consumers of education system service.

4.3 Students' Motivation in PPG Program

Despite attending the bachelor program in Sociology Education, not all students are interested in being a teacher. Out of 65 respondents, 51 (78.5%) want to be a teacher, while the rest of 14 (21.5%) do not want to be. Such a condition is in line with their wish to attend the PPG program. Forty two students (64.6%) want to continue their study in the PPG program, while 23 students (35.4%) do not want to. In addition, not all students prepare themselves earlier to attend the PPG program. Out of 65 students, only 29 (44.6%) have prepared themselves, and 36 (55.4%) have not considered preparing themselves for the program.

Many students are motivated to attend PPG in order to have a big opportunity of being accepted to be a teacher. Out of 65 students, 54 students (83.1%) agree with the statement and 11 (16.9%) do not agree. The students also believe that through attending PPG they can be self confident and competitive in the work realm. Sixty students (92.3%) believe in or agree with the statement and 5 (7.7%) do not believe in or agree with it.

4.4 Correlation Between Knowledge and Perception

Table 6 shows that the students' knowledge on PPG **does not correlate with** the students' perception on PPG. It is because the significance value is 0.551 > 0.05. Meanwhile, the degree of correlation between knowledge and perception is 0.075. Considering the guideline of correlation degree, the Pearson Correlation's value is 0.00–0.20, meaning that **there is no correlation between knowledge and perception**.

4.5 Correlation Between Knowledge and Motivation

Table 7 shows that the students' knowledge on PPG **does not correlate with** their motivation in attending PPG. It is because the significance value is 0.573 > 0.05. Meanwhile,

Table 7. Correlations between knowledge and motivation

		Total_knowledge _variable	Total_motivation _variable
Total_knowledge _variable	Pearson Correlation	1	.071
	Sig. (2-tailed)		.573
	N	65	65
Total_motivation _ variable	Pearson Correlation	.071	1
	Sig. (2-tailed)	.573	
	N	65	65

the degree of correlation between knowledge and motivation is 0.071. Considering the guideline of correlation degree, the Pearson Correlation's value is 0.00–0.20, meaning that **there is no correlation between knowledge and motivation.**

4.6 Correlation Between Motivation and Perception

The Table 8 shows that the students' perceptions of PPG correlate with their motivation to attend PPG. It is because the significance value is $0.027 < 0.05$. Meanwhile, the degree of correlation between knowledge and motivation is 0.274. Considering the guideline of correlation degree, the Pearson Correlation's value is 0.21–0.40, meaning **there is a lower correlation between perception and motivation**.

Table 8. Correlations between motivation and perception

		Total_perception _variable	Total_motivation_variable
Total_perception _variable	Pearson Correlation	1	.274[*]
	Sig. (2-tailed)		.027
	N	65	65
Total_motivation_variable	Pearson Correlation	.274[*]	1
	Sig. (2-tailed)	.027	
	N	65	65

*Correlation is significant at the 0.05 level (2-tailed).

4.7 The Constraints the Students Face

There is no correlation between variables, indicating that the students still face constraints in attending PPG. Furthermore, the exploration of additional data related to the constraints. Out of 65 respondents, 58 (89.2%) state that they have not known information sources adequately concerning PPG. Twenty five (38.5%) students have not designed learning design, syllabus, material, and other learning sets confidently. Fifty five (84.6%) students feel they have inadequate experience with being a teacher. To deal with the constraints related to learning material and design, they still rely on the internet. Meanwhile, the aspect of experience has not been accommodated by the courses with practical content. Additionally, there is a Teaching Assistance program at school held in one semester.

4.8 Analysis of Research Findings

Considering the result of data elaboration, it can be concluded that students' knowledge in the PPG program does not correlate with perception. The students' knowledge on PPG also has low correlation with their motivation. Observed more closely, such a condition is due to many students having inadequate knowledge on the PPG program. Meanwhile, they actually have positive value, expectation or perception on the program. In this position, according to the author, the students prioritise value, expectation, or perception more than are aware of the competency they have. Therefore, the author borrows Weber's idea in viewing the phenomenon in which the students have not prioritised yet an instrumental rationality-oriented social action pattern. Meanwhile, as the ones living in an academic environment, the students should consider not only the ends but also the means to achieve them Khozin, 2006). Besides, the condition is confirmed by the motivation of some students who have not focused fully on the education field. The instrumental rational action should be an attempt they should take in the future. Hence, some planned and systematic attempts should be made to reconstruct the students' consciousness in facing the challenge in the world realm in the future.

5   Conclusion

Considering the description of data in each item of questions, it can be seen that generally the students' knowledge on PPG has been inadequate. Meanwhile, their perception on PPG is very positive. It means that there is an asynchronous relation between knowledge and perception aspects. This condition can be seen from the result of calculation indicating that there is no correlation between knowledge and perception in this case. The similar condition is also found in the correlation between knowledge and motivation aspects. Considering the analysis on the question items, it can be found that the students still have sufficiently low knowledge on the PPG program. In fact, not all students have strong motivation to continue their study and to prepare themselves for attending PPG. The result of correlation also shows that there is no correlation between knowledge and motivation. Meanwhile, perception and motivation are correlated weakly. The positive perception is, in fact, not compensated with the strong motivation. Some students do not

plan to continue their study and to prepare for attending PPG. In addition, the students still face some constraints during the lecturing process. The root of problem in the term of inadequate knowledge in creating perception and motivation is the main constraint to be solved.

6   Recommendation

Considering the data elaborated above, the students' knowledge on the PPG program should be improved as it is the root of the problem. Socialisation should be made periodically and sustainably on the PPG program. For example, the students should be facilitated through holding some seminars, including the subject into one of pedagogic learning materials, and providing an adequate platform or source. Furthermore, the lecturing materials should be updated continuously to allow for the learning evaluation. In addition, the students should have adequate competency in order to be competitive in facing the graduates of other program studies. They can be directed to develop their soft skill competency in various pedagogic fields. Experience can be obtained through attending some training, joining organisations, and being voluntary personnel in some activities. This experience can be an important point in administrative selection. Additionally, speaking ability and the ability of responding to the questions in interview selection are also desirable. Thereby, the program budgeting carried by the study program should pay attention to this aspect. Thus, they are also prepared directly to be competitive in the work realm and in facing the selection process in the PPG program.

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