DEVELOPMENT OF TRAINING PROFESSIONAL PRACTICE TRAINING (PPK) FOR TEACHERS TO IMPROVE GUIDANCE COMPETENCE IN STUDENTS OF PPK S1

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Abstract. The purpose of this study is to facilitate teacher tutors to fully understand the concept of teacher professional practice, while honing their knowledge, attitudes, and skills, as well as guiding procedures for teacher tutors in improving pedagogical competencies of undergraduate students in managing quality learning. The development of PPK training for tutor teachers in the form of modules refers to the Rowntree model. The Rowntree model is a development model specifically aimed at developing learning materials which have three main stages namely planning materials, preparing for writing, writing and re-writing. PPK training materials can have a positive influence and have a significant impact on teacher tutoring effectively in mentoring student students. This will be seen from the improvement of teacher tutor competence in mentoring PPK students. Teacher tutoring competency can improve learning performance and contribute to the ability and willingness in collaboration for self-development and contribute to the development of student mentoring

Keywords: Training, Tutor Teachers, Guidance Competence.

1. Introduction

In the world of education, where the role and function of teachers is one very significant factor. Unable indisputable that teachers are the most important part in the learning process, especially in the educational path formal. Oleh Therefore, in every effort to improve the quality of education, the teacher's existence can not be separated from the role. Thus the presence and professionalism is very influential in creating a national education program. Teachers should have sufficient quality, because the teacher is one component of education is very strategic and corpulent take a role in the learning process in schools.

In line with this, the Educational Personnel Education Institution has a major role in producing graduates who are competent and competent teachers, especially in facing the era of global competition. Considering the importance of the quality of graduates of competent and competitive teacher candidates, it is necessary to carry out a high quality

learning process. According to Herman Budiyo et al (2014), it is clear that the problem of Indonesian teacher competency is the still large number of teacher education qualifications required, the low quality of teacher performance is reflected in some of the results of studies conducted by the Ministry of Education and Culture, and the low pedagogical competence of teachers. Weak teacher mentoring ability in improving the pedagogical competence of students practicing in managing learning. This failure is due to the weakness of the teacher tutor's pedagogical competence, the teacher's lack of knowledge about the KDP program so that it affects the weak pedagogical competence of students practicing in managing quality learning, the unavailability of learning materials in modules or the like, and there is no socialization from the LPTK IAIN Ambon.

Teachers must be able to provide a strategic role in creating quality mentoring, so that students have the ability to manage learning effectively and efficiently. However, the reality is not in line with expectations, this is based on various problems presented above. This study is to develop KDP training materials based on educational technology principles, namely to facilitate tutors in optimally improving the quality of mentoring. Thus the development of this training material is appropriate for review. On that basis, the problem in this study is "How to develop teacher professional practice training materials for tutors in improving the teaching abilities of students practicing.

2. Literature Review

Development of training materials in the form of modules, if properly developed can improve the quality of tutor teachers in mentoring student practice. The development of training materials will be based on philosophical and psychological foundations based on needs, namely the formation of tutors' abilities in guiding students to practice as a form of performance that is facilitated through a learning material that is developed effectively, efficiently, and attractively. One form of learning material for tutor teacher is a module training material.

According to Russell in Roguel, (2015) explains the understanding of the module is a module as an instructional package dealing with a single conceptual unit of subject-matter. Modules are designed to help students achieve certain well-defined objectives. With the use of a module, instructions can be individualized. The learners can go through the material at their own pace and at their own time. This opinion explains that the module is a learning package that is interconnected between units of material to be studied. Modules are designed to assist participants in achieving specific goals with clear concepts, participants (tutors) can complete the material independently at any time.

According to the research of Neelam Dhamija and Ms. Kanchan, (2014) states that: Self Learning Modules create an effective learning environment for the learners to learn. These contain the answers of all possible queries, confusions and questions that may come in the mind of the learner at the time of learning. These also provide immediate feedback on the performance of the students. These also help to maintain high interest level and sufficient motivation for the learners. These Self Learning Modules have enriched features such as Self-explanatory, Self-contained, Self-directed, Self-motivating and Self-evaluating which help to cater to the needs of all types of learners.

Teaching Professional Practice (PPK) training materials for tutors are in line with the definition of the Association for Education Communication and Technology (AECT) on the concept of educational technology specifically in facilitating learning and improving performance. Thus the concept of educational technology based on AECT 2004 is *"educational technology is the study atthical practice of facilitating learning and improving performance by creating, using, and managing appropriate technilogical processes and resources"*(Januszewski and Molanda, 2008; 1).

According to Smaldino, et.al, the module is An instructional module is any self-contained instructional unit designed for use by a single learner or small group of learners without teacher's expression (Smaldino, Russel al.at, 2008: 214) This concept explains that the learning module is part of a complete learning unit and is specifically designed for learning that will be used by students both individually and in groups without the presence of a teacher.

Referring to the various concepts above, it can be concluded that the module as a form of PPK training materials in the form of modules is a unit of learning material that is designed systematically, directed, and structured and uses language that is easy to understand in order to facilitate teacher tutor in activities guidance to students, both independently and in groups to improve teaching competence. To that end, the preparation of PPK training materials in the form of this module is arranged systematically, that is, the material is presented coherently or in sequence. It is said to be operational because every definition or material presented in the training material in the form of modules is easy to understand, and directed because its development is based on the objectives and functions, characteristics, principles of its supervision, as well as its advantages and disadvantages.

3. Result and Discussion

The research method used in this study is the R and D. Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these methods. In the field of education, research and development or Research and Development (R&D), is a research method used to develop or validate products used in education and learning.

Research conducted by Cally with the title Understanding Professional Development Teacher Training, The purpose of this article was to explore the notion of continuing professional development (CDP) and its potential application in Indonesian physical education. The article begins with the Indonesian professional development (PD) contexts, critiques on traditional PD, and the rationales to understand the concept of PD. It then explores the concept of PD including situated learning/community of practice as its theoretical underpinning, and impacts on student learning.

Nguyen's research results, conclude that mentoring can be used as a catalyst to restructure TESOL practicums to be given to EFL teaching preservice teachers and more support through the peer mentoring process. The results of this empirical study also indicate the need for peer mentoring in providing flexibility to EFL teachers so that the implementation of this approach is effective, and if preservice teachers are involved in this scheme well they will guide one another, this will help and support friends. This type of support is very important in enhancing positive experiences for EFL teachers in practicum schools.

Nancy Lee Ming See's findings in her research entitled Mentoring and Developing Pedagogical Content Knowledge in Beginning Teachers, that there is a significant relationship between mentoring and subject matter knowledge (SMK) or subject matter knowledge of ($\beta = .302$, $t(119) = 3,471$, $p < .05$), while mentoring with general pedagogical knowledge (GPK) or general pedagogical knowledge of ($\beta = .336$, $t(120) = 3,944$, $p < .05$), and mentoring with knowledge of context (KOC) or knowledge of context ($\beta = .372$, $t(119) = 4,387$, $p < .05$). thus mentoring or mentoring gives the greatest influence on KOC, GPK and SMK. Overall, there was a significant relationship between mentoring and PCK for initial teachers ($\beta = 0.389$, $t(119) = 4.488$, $p < .05$). This finding illustrates that with effective assistance will produce optimal performance. Therefore, the importance of the role of lecturers and tutors in mentoring or mentoring and involving students for the formation and improvement of student competencies in the teaching profession practice in managing effective, efficient, and interesting learning the

results of research from Dhaliwal, Simpson, & Kim-Sing, (2018) that the module as a guide in decision making. Furthermore Dhaliwal et al., (2018) suggested that the module is very effective as a study guide. While Patelis, Matheiken, & Beard, (2015) in their research argued that the module has the potential to improve training.

while the researchers conducted this preliminary research by developing teacher professional practice training materials with the Rowntree development model, the Rowntree Model is a development model specifically directed to develop learning material that has three main stages namely Planning materials, preparing for writing, writing and re-writing . PPK training materials can have a positive influence and have a significant impact on teacher tutoring effectively in mentoring student students. This will be seen from the increasing pedagogical competence of students practicing in managing learning resulting from tutor tutoring activities after using the PPK training modules. Pedagogic competence can improve learning performance and contribute to the ability and willingness in pedagogic collaboration for self-development and contribute to the development of students being taught.

In developing PPK training materials for tutors, teachers refer to the Rowntree . The Rowntree model is a development model specifically aimed at developing open learning materials, distance learning or learning that suits students' needs, Rowntree calls it flexible learning. This model has three main stages, namely Planning materials, preparing for writing, writing and re-writing (Rowntree, 1994; 5) And these three stages have several sub stages which can be seen which in Figure 1.

Figure 1. Rowntree Model

The following three main stages and sub-stages of this model can be explained as follows.

1. Planning Phase

In the planning stage about the translation of the tutor tutor viz

1. Formulating general learning goals and specific learning goals
2. Arranging lines of material contents
3. Determine the media
4. Plan learning support
5. Considering existing learning materials.

2. Writing Preparation Phase

At this stage is the development or preparation of research by considering the sources and obstacles, which consist of:

1. Sorting ideas on ideas of writing
2. Develop learning activities
3. Determine related examples
4. Determine images and graphics
5. Determine the required equipment
6. Formulate physical form

3. Writing and Editing Stage.

Activities at this stage include:

1. Make a draft.
2. Completion and editing of drafts.
3. Make a measuring instrument in the form of a test for assessment
4. Try out and improve training materials.

4. Conclusion

Based on the results of the above research, it can be concluded:

- a. PPK training material in the form of modules is a unit of learning material that is designed in a systematic, directed, and structured manner and uses language that is easy to understand in order to facilitate teacher tutor activities in mentoring students practice both independently and in groups to improve teaching competence. The development of PPK training materials for tutors refers to the Rowntree model.
- b. The Rowntree model is a development model specifically aimed at developing open learning materials, distance learning or learning that suits students' needs, Rowntree calls it flexible learning. This model has three main stages, namely Planning materials, preparing for writing, writing and re-writing.
- c. PPK training materials in the form of modules can have a positive influence and have a significant impact on tutors effectively in mentoring students practically optimally.

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