

SCHOOL PARTNERSHIP'S PERCEPTION TOWARD VIRTUAL PRE-SERVICE EFL TEACHER (PLP) PROGRAMME DURING PANDEMIC COVID 19

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Abstract

Pre service EFL Teacher Training is obligedly conducted for the seventh semester by students of Teaching Department to enhance their teaching practice at some schools partnership. This programme is one of the requirements for teacher candidate before graduating from university. In pandemic Covid 19, this programme had to be conducted virtually at some schools partnerships, if not, they had to repeat this programme in the next semester. This, created positive and negative opinion and perception for teachers as internship students mentor, especially for schools partnership. Some various school partnership's opinions triggered the writer to investigate and analyze the evaluation of this programme. This research is aimed to collect and analyze the data of school partnership's opinion toward virtual Pre Service teacher training. The evaluation of this programme covered students' teaching performance, basic students' competencies; cognitive, affective, psikomotoric, social affective, and educative traits. The data were collected from the interview of some PIC'S schools partnership especially teachers, headmasteres who directly evaluated the students' virtual teaching performance. The qualitative research as the macro research. The purposive sample is used to collect the data through interviews and the researcher sent some questionnaires. The findings showed that virtual students internship resulted positive and negative perceptions for school partnerships. Headmasters/PIC of students Internship and mentor chose the average of positive argument and it resulted 88,1% while for the average of negative statement it resulted 90,1%. This means that negative perception is the findings. Negative perception might appear because the school partnership doubt for not fulfilling the faculty's demand. Some elements were difficult to be evaluated but school partnership got benefits from this situation.

Keywords: Pre Service Teacher, School Partnership, EFL Teacher, Opinion

Introduction

Pre service Teacher Training (PLP) is a basic requirement programme for the seventh semester students of Teaching Department. Grounded from PP No. 14 year 2005 Chapter 10 Article 10, about The Standard of National Education, teachers and teachers' candidate are obliged to implement PLP, so they are evaluated by school partnership for their basic professional competencies. Those aspects covers teaching and pedagogic competencies, social and personal traits, and affective in educational setting.

Previously, before pandemic, the students were assigned for six week-

offline-practice teaching. The students did bounded activities at some partnership formal schools to enhance with students, staffs, and school environment in order to be experienced in the working environment and got legal school commitment that they had done the real practice teaching. Besides, student internship got involved at some students extra curriiclr too.

When the Pandemic Covid 19 broke out, on February 2019, this programme was abruptly changed virtually. The students did virtual internship at school partnerships through faculty negotiation. This programme created positive and negative

response. Some schools partnership and faculty had to work together to conduct the programme. Some schools even refused being school partnership during pandemic. This phenomena is interested to be analyzed. In reality, students internship programme was done to fulfill the standard of professional teacher lead to univercity accreditation. Some research questions are formulated to fulfill the paper. (1) How was the Pre service EFL Teacher Training (PLP) programme impletemted during Pandemy Covid 19,(2) How was the school partnership's opinion toward on line Pre service EFL Teacher's training (PLP)

Methodology

Cresswell stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (2008). In this research, the researcher wants to describe the school partnership's opinion. The participants are school principals or PIC's school intership programme and teachers mentors. The data was collected after the students internship pogramme was conducted (November 2020). The total of school parthnership were 14 with 14 teachers mentor from each school partnership.

The data was collected through questionnaires and interview. Before conducting the data collection, the researcher asked permissions from both teacher mentors and the school principals. After the researcher got the permission, the questionnaire were distributed either online or offline. It had to meet the both sides agreement. The interview had been done either via telepone or direct interview with health protocol of Covid 19. There were two kinds of questionires given to the school principal and to the teachers mentor. The questionnaire for school principal covers some general questions about the school's opinion toward the online pre-service teacher programme since they did not directly got involve in classroom interaction. While the other questionare was

given to teachers mentor covers their perception and direct evaluation towards students internship. The general teacher performance related to some competences; teaching competence, pedagogical knowledge, classroom management skill, social relation, and affective competence. The qualitative content anlysis was conducted to describe and discuss the answer from questionnaire and from interview (Richardson 2006)

Findings and Discussion

The Implementation Of Pre Service EFL Teacher Training (PLP) Programme In Pandemy.

The implementation of Pre-service teacher was abruptly changed into virtual system because of the pandemic Covid 19. Before the programme was implemented, the faculty had visited some schools patnership to socialize the online internship programme. The virtual forum group discussion and socialization were implemented and attended by fourteen teacher/mentors. This meeting discussed about the mechanism of this programme. The student mentors (faculty) would be the main mediator of schools and the students internship. Means they had to visit school parthnership in health protocol to collect students' work assingment.

During the pandemy, the important formal ritual mommet, done virtually by both faculty and school partnership, such as sending and withdrawing students. The next steps, the implementation of virtual practice teaching.

During the pandemy, all the students had to stay home and they were not allowed to visit campus and even schools partnership. They had to do virtual negotiation and enggagement with their mentors. At the end of the programme, the students mentor (faculty) attended the final students teaching performance.

The School Partnership Perception Toward On Line Pre-Service EFL Teacher (PLP) Programme During Pandemy Covid 19.

School Principal/Pic Internship Programme

The data below was taken after the students finished doing the internship programme. After getting the permission, the question list and questionnaire was given to the participants. Based on the no.1 shows that generally some schools were not ready with the virtual students interndship. Some school partership still had some internal problems to handle the virtual teaching and learning process. They were doubt to handndle the student internship programme well. In addition, some schools located far

from the city were also lack of facility and they rarely used IT in teaching and learning process. They still needed time for adjusting with new habit (virtual school activity). Internet connections and human resources became the basic problem in implementing this programme. On the other hand, most of partnership schools tried hard to support this programme since they had already have memo of agreement with the faculty. This could be seen in no.2, no. 9, no 5 and no. 10. If there weren't the pandemy, the schools prefered conduct the non virtual student internship programme since the situation may give the full students' exposure to adapt with school environments and the students' personal and interpersonal skills and traits will be clearly observed and evaluated.

Table 1:

1. School's Perception Toward Virtual Students iinternship programme During Pandemic Covid

No.	Response Category			
	Agree		Disagree	
	<i>f</i>	%	<i>f</i>	%
1. School was ready to implement virtual students Internship +	6	42.8	8	57.1
2. School supported the implementation of virtual students Internship +	14	100	0	0
3. School had no problems in implementing virtual students Internship+	8	57.1	6	42.8
4. School was able to handle problems on virtual students Internship+	12	85.7	2	14.3
5. School prepared the facility for virtual students Internship+	12	85.7	2	14.
6. School chooces off Line virtual students Internship-	14	100	0	0
7. School difficult to activate Students intership in school environment-	13	92.8	1	7.1
8. School difficult to interact with Students intership-	14	100	0	0
9. School will be able to accept next virtual students Internship +	14	100	0	0
10. School had problem dealt with faculty -	14	100	0	0

The above data described that the average of positive perception is 78%, while the negative average of negative perception is 98,2

Teachers Mentor

The role of teachers as mentor of students internship plays an important role in this programme. They guided and did mentoring students internship to do their

job as a 'real' teacher. Mentors as role model have some crucial jobs in guiding toward students internship. They told them to do teacher's job; such as being educator, class manager (Zahroh, 2015). The teachers mentor had the perception toward the programme. The data below described that mentors were ready to support and ready to handle the implementation of virtual student internship. Students

Internship (No 1,2, 4,), no matter the condition was. Mentors basically had problems in guiding the students internship especially in evaluating and observing their teaching performance. The elements that was difficult to be evaluated virtually were students' traits, affection, and appearance. The result of questionnaire no. 7 stated that mentors had difficulty in activating the

students internship to the school environment.

Pandemy Covid 19 had created history in Pre Service Teacher Training. Most important aspects were done virtually. Some of positive effects of this virtual programme is boosting teachers and school staff to get used to operate IT tools by mastering all kind of IT programme in running the educational field

Table 2:

2. Table of Teacher Mentor (Guru Pamong)'s Perception Toward On-line Pre-Service Teacher During Pandemy Covid-19

No.	Response Category			
	Agree		Disagree	
	f	%	f	%
1. Mentor was ready to implement virtual students Internship+	14	100	0	0
2. Mentor supported the implementation of virtual students Internship+	14	100	0	0
3. Mentor had problems in implementing virtual students Internship-	5	35.1	9	64,28
4. Mentor was able to handle problems on virtual students Internship +	14	100	0	0
5. Mentor had problem to communicate with students-	2	14.3	12	85.7
6. Mentor had problem to collect assignment to students Internship-	10	71.4	4	28.57
7. Mentor had problem to activate students internship to school environment-	14	100	0	0
8. Mentor had problem to evaluate students internships teaching performance-	10	57.1	4	28.57
9. Mentor had problem to observe virtual students internships class-	7	50	7	50
10. Mentor assumed that virtual students Internship gave positive impact+ toward self development	13	92.8	1	7.1

The above data described that the average of positive perception is 98,2 %, while the negative average of negative perception is 82 %.

Conclusion

Pandemy Covid 19 had created history in Pre Service Teacher Training. The basic implementation of pre-service teacher training were done virtually. The positive and negative response is analyzed. The initial response both students' mentor and school partnership might be doubt for not being able to do this programme well. Even some schools refused to be school partnership during the pandemy. It was committed that some part of schools with the special condition could not fullfil the faculty demand Some partnership school who were ready with this programme must be ready with some solutions. All possible

efforts from both sides of faculty and school partnership lead to create professional teacher candidate.

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