

Development of academic expectations of pre-service teacher professional education (PPG) students

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Abstract: The purpose of this study was to determine the development of academic expectations of pre-service teacher professional education (PPG) students. The method used in this research is a qualitative method with a type of case study research. The research subjects were determined through a purposive sampling technique conducted on 8 pre-service PPG students in the field of Guidance and Counseling studies in 2023. Data collection techniques used observation techniques, in-depth interviews, and journal writing at the beginning of the semester and the end of the semester through Google Forms. Data analysis techniques are used with conventional models in the form of thematic analysis techniques. The results showed that the development of academic expectations of Pre-service PPG students has changed over time. The influencing factors are college experience, academic achievement, social support, and greater self-expectations to achieve academic goals. Academic expectations vary between students from different backgrounds, such as family education level, economic status, or previous experience in education. Academic expectations have an impact on how students plan their careers after graduating from the Pre-Service PPG.

Keywords: Expectations, academics, Pre-service PPG

Abstrak: Penelitian ini bertujuan untuk mengetahui perkembangan harapan akademik mahasiswa pendidikan profesi guru (PPG) prajabatan. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan jenis penelitian studi kasus. Subjek penelitian ditentukan melalui Teknik purposive sampling yang dilakukan kepada 8 orang mahasiswa PPG Prajabatan bidang studi Bimbingan dan Konseling tahun 2023. Teknik pengumpulan data menggunakan teknik observasi, wawancara mendalam, dan penulisan jurnal di awal semester dan akhir semester melalui google form. Teknik analisis data yang digunakan dengan model konvensional berupa teknik analisis tematik. Hasil penelitian menunjukkan bahwa perkembangan harapan akademik mahasiswa PPG Prajabatan mengalami perubahan dari waktu ke waktu. Faktor-faktor yang mempengaruhi yaitu pengalaman kuliah, prestasi akademik, dukungan sosial, dan harapan diri lebih besar untuk mencapai tujuan akademik. Harapan akademik bervariasi antara mahasiswa dari latar belakang yang berbeda, seperti tingkat pendidikan keluarga, status ekonomi, atau pengalaman sebelumnya dalam pendidikan. Harapan akademik berdampak pada bagaimana mahasiswa merencanakan karir setelah lulus PPG Prajabatan.

Kata Kunci: Harapan, akademik, PPG Prajabatan

Introduction

Pre-service Teacher Professional Education (PPG) is an education program aimed at improving the academic competence and professionalism of prospective teachers before they enter the teaching world. This is in accordance with the regulation of the Minister of Research, Technology and Education of the Republic of Indonesia number 55 of 2017 (Permendikti 2017) on Teacher Education standards. This program aims to prepare Pre-Service PPG students with the knowledge and skills necessary to become effective educators who have guaranteed quality standards of competence and professionalism (Arifa and Prayitno 2019). Competent and professional teachers will

make a major contribution to improving the quality of teaching and learning and improving the quality of education (Andina 2018).

In recent years, the development of PPG Pre-Service has become a major concern in the world of education. The government and educational institutions are increasingly aware of the importance of producing qualified teachers who are ready to face the increasingly complex demands of the world of education. This is in accordance with research (Zulfritri, Setiawati, and Ismaini 2019); (Arifa and Prayitno 2019) that PPG is one solution in increasing teacher professional competence. Therefore, the Pre-Service PPG program has undergone significant developments in terms of curriculum, teaching methods, and assessment. Pre-service PPG students are generally students who are still categorized as late adolescents. Based on the results of the 2022 PPG Pre-Service Announcement data, the participants who passed were between 22-25 years old. According to WHO and the Ministry of Health, 17-25 years old is considered late adolescence (Harum, Anas, and Latif 2023).

Talking about education is inseparable from the discussion about expectations. According to (Freire 1994) without hope there is no way we can begin to think about education. In addition, an editorial from the Cambridge Journal of Education (D Hartanto 2019) declared hope as the main foundation pillar in education and the whole process related to hope can be categorized as human experience and nowadays the study of hope has become a very broad field of research. Academic hope is closely related to academic success in students in higher education (Snyder 2000); (Snyder 1994); (D Hartanto 2019). The results of research conducted by Herrero, Dianne m (2014) in higher education stated that the manifestation of loss and low expectations in individuals related to motivation, resilience and low academic achievement. This is in line with research conducted (Dody Hartanto 2017);(D Hartanto 2019) that in higher education there are two aspects that affect student expectations, namely student agency is higher than pathways, which means that students have more desire but do not have a plan to achieve better goals.

The development of academic expectations of pre-service PPG students is also an important aspect to consider. Academic expectations refer to students' beliefs about their ability to achieve certain academic goals. Academic expectations are a person's expectations related to academic activities that arise from within and outside. Students who have high expectations of academic achievement can affect the results that will be achieved (Rumberger 1995); (Fitriyanti et al. 2014) then students who get academic results tend to be less good will cause psychological pressure/stress. This has a negative impact on health and academic achievement (Al-qaisy 2011); (Surya 2016); (Gamayanti, Mahardianisa, and Syafei 2018). In the context of Preservice PPG, students' academic expectations include their confidence in mastering learning materials, understanding teaching methods, and developing effective pedagogical skills (Ting and Sun 2021); (Pajares and Frank 2003).

In the context of Preservice PPG, students' academic expectations include their confidence in mastering learning materials, understanding teaching methods, and developing effective pedagogical skills (Sheu and Phrasavath 2019); (Brown and Lent 2013). By having high expectations, one is more likely to delve into the material, develop deep understanding, and achieve higher academic standards (Nancy Collins 2009); (Schunk, D. H., & Zimmerman 2012). Academic expectations also help PPG students overcome challenges and obstacles that may arise during their studies (Pajares, F., & Schunk 2001); (Ogbuanya 2022); One will have the ability to stay energized, overcome failures, and stay focused on achieving academic goals (Snyder 2002); (Emmons 2003); (Pajares and Frank 2003); Overall, high academic expectations have a positive impact

on PPG students' academic achievement and play an important role in developing one's learning quality and motivation.

In understanding academic expectations, it is necessary to understand the factors that influence them. Factors affecting pre-service PPG students' academic expectations can vary, including previous experience in education, personal motivation, perceptions of program requirements, social support, and the quality of teaching received (Hidi and Ann Renninger 2006); (Ainley and Ainley 2011). Therefore, an in-depth understanding of the development of academic expectations of pre-service PPG students is essential to ensure the effectiveness of the education program. However, despite the importance of the development of academic expectations of pre-service PPG students, there is still a lack of research that comprehensively investigates this aspect. Therefore, in-depth research on the development of academic expectations of pre-service PPG students needs to be conducted to provide a better understanding of the factors that influence these expectations and the implications for the quality of teacher education in the future.

Methods

The research used a qualitative method with a case study research type. The research subjects were determined through a purposive sampling technique. The research was conducted on 8 pre-service PPG students in the field of Guidance and Counseling studies in 2023 who had undergone the academic process for 2 semesters consisting of different cultures, college origins, gender, and marital status. The selection of research subjects is based on survey results and life experience essays that show general and academic expectations before, during, and at the end of the PPG program. This research began at the beginning of the semester in semester 1 and semester 2 of Pre-service PPG students in December 2022-June 2023.

Data collection techniques used observation, in-depth interviews, and journal writing at the beginning of the semester and the end of the semester through Google Forms. Observations were made to pay attention during the learning process in class, participation and activeness in class at the beginning of learning, the process, and the end of learning regarding students' academic expectations. Interviews were conducted using semi-structured interviews both in offline and online settings during learning and referring to the interview guide adaptation of Holt and Reeves' The Hope Interview (Snyder et al. 2002); (D Hartanto 2019).

The data analysis technique used with the conventional model is the thematic analysis technique. This technique has steps, namely the conditioning, presenting data, and drawing conclusions. This research also uses data validation techniques using triangulation techniques with data checking techniques that utilize something else (Moleong 2018).

Result and Discussion

Academic expectations come from both inside and outside of the individual. Based on research (Ang, Huan, and Braman 2007) there are two dimensions related to academic expectations, namely parents' and teachers' expectations and self-expectations. The students in this study are pre-service PPG students with different cultural backgrounds, college origins, gender, and marital status. Based on the results of the research by looking at the feelings that emerged during observations and interviews. The results of interviews, personal data and life experiences of research subjects are as follows:

Expectations before and after participating in Pre-Service PPG

"My hope before participating in PPG was that I could love my job as a teacher, I could become a real teacher who is responsible for providing benefits, my current hope after participating in pre-service PPG is that by participating in this pre-service PPG I can realize my wishes and aspirations to become the best teacher who is responsible, with the forging of tasks and activities during this PPG, I hope that it will become a good habit when I become a teacher in the future, by participating in this PPG, I hope to have privileges that I can use in the future." (WW/PH/03/AK/2023)

"My expectations before participating in PPG and my expectations while carrying out PPG is more or less the same, namely how I am determined to become a professional educator so that I have the convenience to provide BK services as they should be." (WW/PH/02/AS/2023)

"My expectations before joining PPG were to be a teacher, especially a counseling teacher who could help students overcome their problems, become a teacher who helped students complete their developmental tasks and help students direct their abilities, while my expectations when joining PPG were still the same, but I hoped more to be able to improve my abilities as a teacher, especially in knowing the character of students according to their era and becoming a digitally literate teacher or becoming a digital teacher." (WW/PH/11/NA/2023)

"I hope that participating in PPG will support my skills in implementing guidance and counseling in schools, because after going to the field in a short period the knowledge I got as in undergraduate is not enough to be used in the field, and to be honest, joining PPG is to increase the opportunity to become an ASN. For my current expectations, it may not change before participating in PPG." (WW/PH/21/KB/2023)

"My hope in joining PPG is to learn to become a more professional counseling teacher. Apart from that, of course, to get an educator certificate which I can use when I apply to become a civil servant or PPPK and to support my future by getting certification." (WW/PH/12/SD/2023)

"My hope before entering PPG is to make my parents proud and become a successful person who can be useful for others and the hope of participating in PPG is to be able to complete lectures and become a professional teacher who can implement the knowledge gained during PPG." (WW/PH/7/DE/2023)

"My hope before joining the PPG is to be able to develop my skills as a counseling teacher and successfully get a degree." (WW/PH/17/FG/2023)

The subject's expectations before and after participating in the Pre-Service PPG are to become a responsible teacher, be useful to the surrounding environment, have privileges, become a professional counseling teacher, be able to help students overcome their problems, help students develop their skills, become a digitally literate teacher, want to make both parents proud, want to get an additional degree, S.Pd., Gr. And also want to get an educator certificate so that they can become ASN / PNS / PPPK. This is in

accordance with what was conveyed (Edy Wibowo Mungin 2016) that counselors or counseling teachers must have the ability to take responsibility and become digitally literate teachers or those who are sensitive to technological developments. Furthermore (Taher, Aditama, and Syam 2021) states that counseling teachers have professional competencies which then integrally build the integrity of pedagogic, personality, social and professional competencies.

The importance of expectations

"Hope is very important to me because with hope we can live a purposeful life." (WW/PH/32/HJ/2023)

"Hope is important because, with hope, it motivates me to go through challenges in pre-service ppg, and realize my goals." (DU/PH/02/PPG/2023)

"Hope is important because it is a motivator, hope in my opinion is a miracle, builds positive thoughts and also a sense of optimism." (WW/PH/30/HJ/2023)

"My hope is important because science is very useful and has a big influence on human life" (WW/PH/5/KL/2023)

"Because hope is the power that keeps me praying and trying." (TR/PH/9/JI/2023)

"Because hope makes me earnestly explore my role as a Teacher Professional Education student as well as a prospective professional educator who is an expert in the field of Guidance and Counseling." (DU/PH/16/MR/2023)

The importance of hope for the subject is because hope can be a goal, reference, motivation, can build positive thoughts, and create a sense of optimism. In addition, hope also affects life and as a force to seriously explore the role of a guidance and counseling teacher. This is following what was conveyed (Dody Hartanto 2017) which states that one's expectations affect one's motivation and self-confidence. In line with (Hardianti 2016) In line with (Hardianti 2016) someone who has positive thoughts means having hope in living life.

The source of hope

"The source of my hope is arising from myself in changing myself to be better than before, and giving the best to others and for students so that the realization of a quality generation of Indonesian people." (WW/PH/5/KL/2023)

"Other hopes besides for myself, I hope to be able to repay and make my parents proud, and be a good example for my younger siblings." (DU/PH/8/GY/2023)

"My current hope is my parents because they want me to become a teacher so they were very happy when they found out I graduated from PPG." (WW/PH/23/SY/2023)

"My source of hope is my parents who are still in good health because that motivates me to work hard." (WW/PH/15/FT/2023)

"The source of my hope is myself, my family, close friends, and also friends in the Pre-service PPG, especially the BK class" (WW/PH/33/YT/2023)

"My source of hope is my small family, children and husband, and parents who always pray for me." (WW/PH/17/IP/2023)

The sources of hope for subjects participating in Pre-Service PPG are themselves, family, children, husbands, friends, students, and parents who are a motivation to always work hard. This is in line with (Muhid and Mukarromah 2018) academic expectations of parents' expectations are one of a person's academic success and self-efficacy (Fitriyanti et al. 2014). The source of academic expectations comes from oneself which sometimes causes academic stress.

Experience in difficult situations

The difficult experience experienced by the subject is quite different, the subject experienced difficulties when he wanted to take the Pre-Service PPG substantive test in Makassar, a difficult choice between registering for PPG or remaining an honorary staff at school, registering for PPG or P3K, the difficulty of managing time well so that he lacked rest and dropped when carrying out the Pre-Service PPG process.

"My experience is that when I wanted to take the Pre-Service PPG substantive test, I was in Soppeng City, and at 8 pm I was getting ready to leave for Makassar and had contacted one of the drivers but until 12 pm the driver did not come, at that time I did not contact another driver because I had a deal with the previous driver. I contacted the driver several times but he didn't answer until 1 pm. Finally, I looked for another driver but there was none. That night I was sad, disappointed, felt stupid, and cried. At that moment I just surrendered to Allah SWT. I prayed for a miracle. My hope at that time was that I could arrive in Makassar before my exam session. Incidentally, my exam session was at 12.30 pm. Alhamdulillah, by the miracle of Allah SWT, there was a car that left at dawn, at 05.00 from Soppeng to Makassar. Finally, I was able to take the substantive test smoothly" (WW/PH/06/KM/2023).

"Previously, I worked as an honorarium worker at a school in Makassar. One of the goals was to be independent and not ask my parents for money. But I was faced with a difficult choice when I was about to register for PPG. Because I would resign and not get any money, which meant I would depend on my parents again. My hope at that time was that there would be a positive impact from my decision to choose to take part in PPG, such as an impact on a more certain future compared to being stuck as an honorary worker." (DU/PH/08/JK/2023)

"Experience in difficult situations, namely when having to choose between participating in PPG or continuing to work in the previous place, which at that time my parents, especially my father and older brother, did not allow me to participate in PPG because I had to migrate away from my parents and family because this was my first time away from my family. I hope that when I join this PPG, I will make the right choice, not only for myself but also to carve a happy smile for my parents." (WW/PH/10/LM/2023)

"My experience when I was in a difficult situation was when I had to choose what my future career would be, I wanted to choose to register for P3K or Pre-Service PPG after

considering everything, I preferred to register for Pre-Service PPG but was still afraid of failing so I could not re-register for P3K because the registration time had expired. My hope at that time was to convince myself to join this Pre-Service PPG, prepare everything carefully and study at least I have tried my best." (PG/DU/PH/11/IK/2023)

"My experience of being in a difficult situation, especially in participating in this PPG, is because my time management is still not good, so there were times when I had to do several deadline tasks until I had no time to sleep. My hope at that time was to stay healthy so that I could still follow this PPG process, but due to lack of rest I dropped." (WW/PH/13/PO/2023)

Causes and effects of losing hope

The causes and consequences of loss of hope according to the subject are caused because a person does not believe in the creator, has no goals, does not match interests, feels that he does not have the support of the people around him, only has 1 hope, fails too often, is difficult to face challenges, and is unable to manage time well. As a result, a person will feel that his life is futile, close himself off from the environment, have no drive to change, experience depression, sadness, lose enthusiasm, become lazy, and not be optimistic anymore. This is reinforced by the results of research conducted (Dody Hartanto 2017); (Fauzziyah and Sartika Akbar 2016) which states that a person who loses hope tends to be helpless, unsure and sad and even depressed.

"In my personal opinion, a person lacks hope because the first one does not hold firm trust in his creator. The second cause could be because of the fear of taking risks and not believing in one's abilities, causing despair and loss of hope. When someone loses hope, they may feel that their life is empty, feel that their life is useless and that no one understands their feelings so they close themselves off." (WW/PH/33/SK/2023)

"The causes of people losing hope are doing things without purpose, not according to their interests, and not ready to face changes. As a result, someone who loses hope will not feel the changes that occur in life, and will not have the drive to change the situation." (WW/PH/5/KL/2023)

"What causes a person to lose hope is feeling unappreciated in their environment. The result of someone losing hope is feeling that they have no purpose in life or even experiencing severe depression." (WW/PH/06/KM/2023)

"The thing that causes a person to lose hope is when that hope becomes the only motivation in living his life, so that when that hope is not achieved/occurs, the result can give prolonged sadness and can even make a person lose the spirit to live." (WW/PH/06/KM/2023)

"The thing that causes a person to lose hope is to fail too often in doing something so that he feels that his efforts are in vain. As a result, he no longer wants to try, living life as if he is going with the flow and has no enthusiasm for life." (ww/ph/30/km/2023) (WW/PH/30/HJ/2023)

"What causes loss of hope is that the challenges faced are too difficult, and time management is not appropriate. the result of losing hope is to become a person who is ignorant, lazy, and not optimistic." WW/PH/02/AS/2023)

Characteristics of a hopeful person

The characteristics of a person who has hope according to the subject are someone who is always grateful, enthusiastic, optimistic, not afraid of failure, does not like to delay work, is confident, likes new things, is diligent in learning, always struggles and tries to realize hopes. This is in line with (Effendy 2016); (Martin E. P. Seligman 2002); (Dody Hartanto 2017) which states that someone who has hope always has an optimistic and confident spirit.

"Always grateful to live life and legowo accept whatever happens in life. And the spirit of living this life because it believes that there are always good things that greet us every day."

"The characteristics of people who have a lot of hope are having high spirits, trying to improve themselves, not being afraid of failure, seeing the world positively and logically, always being optimistic, always being interested in new ideas or things, and seeing the world broadly." (DU/11/UY/2023)

"The characteristics of people who have a lot of hope are having a high optimistic attitude, not procrastinating work, enthusiasm in facing challenges, always being grateful for what they get." (DU/08/IU/2023)

"In my opinion, the characteristics of someone who has hope are enthusiasm in living their days, being grateful and sincere in living their days, and being confident in their life." (DU/09/TY/2023)

"The characteristics of a person who has a lot of hope are that his life is always full of enthusiasm, full of struggle and always tries new things."(DU/02/HI/2023)

"People who have a lot of hope are people who strive and study hard to realize their hopes." (DU/04/HG/2023)

Conclusion

The development of academic expectations of pre-service PPG students has changed over time. Factors such as college experience, academic achievement, social support, and self-expectations are greater for achieving academic goals. Strong expectations become a driver for greater effort and perseverance in learning. Academic expectations vary between students from different backgrounds, such as family education level, economic status, or previous experience in education. This affects how students plan for the future in an academic context. High levels of academic hope contribute to students' psychological well-being. Conversely, low or unrealistic expectations lead to higher levels of stress and even a tendency to give up on efforts to achieve academic goals. Academic hope has an impact on how students plan their careers after graduating from PPG Pre-service. Students who have clear and high academic expectations tend to have a more positive view of career opportunities. The results of this study can provide a better understanding for educational institutions on how to optimize the development of academic expectations of both regular and PPG students. Efforts to provide appropriate academic support and guidance, as well as develop a motivating environment, can help improve academic expectations and overall student achievement.

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