CHAPTER II
REVIEW OF RELATED LITERATURES

In this chapter, the researcher discusses the theories that are relevant to this research which is about "The Perception of the Students of MTsN 2 Tulungagung toward the Internship Teachers' Competence in Teaching English through Online Learning Mode".

A. Perception

1. Definition of Perception

Every people have their own perception of what they think, see, and feel. Perception produces different concepts or ideas from each person even though the object seen is the same. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences.

According to Hamachek (1995:199) said that the perception as to how individuals experience stimuli by the sensory receptors, from the world around them. People's perception was influenced by the environment around them. In line with that, Sondang (1989), states that perception is a process by which a person organizes and interprets their sensory impressions in an attempt to give certain meaning in their environment. Therefore, a person can have a different perception, even though the object is the same. This is

possible because of differences in value systems and personality traits of the individual concerned.

Based on those explanations above, it can conclude that perception is the process of people to organizing, identifying, and interpreting something that they see, hear, and feel.

2. Component of Perception

Perception is a process that involves organizing, identifying, and interpreting sensory inputs for representation and understanding of the environment. According to Robbins (1996, 122-124), the components of perception are perceivers, target, and situation. The explanation about components of perception as follows:

a. The perceiver

A perceiver is a person whose awareness on the stimulus and then begins to perceive it. Many factors may influence the perceptions of the perceiver. The three major factors include motivational state, emotional state, and experience. All of these factors, especially motivation and emotion, very contribute toward how the person perceives a situation. It means that the person only perceives what he wants to perceive, even though the stimulus acts on their sense.

b. The Target

Target is the object of perception. It's something or someone who is being perceived. The amount of information gathered by the sensory

organs of the perceiver affects the interpretation and understanding of the target.

c. The Situation

The environmental factors, timing, and degree of stimulation also influence the process of perception. These factors may render a single stimulus to be left as merely a stimulus, not a percept that is subject to brain interpretation.

Figure 2.1 Component of Perception (Robbins,1996)
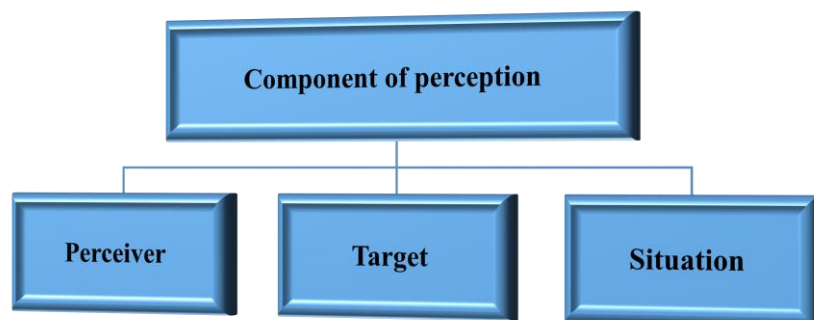
3. Process of Perception

Perception process follows four stages: stimulation, registration, organization, and interpretation (Pickens, 2005). According to Miftah Toha (2003: 145), the process of forming perceptions is based on several stages, namely:

a. Stimulus or stimulation

The occurrence of perception begins when a person is exposed to a stimulus that is present from the environment.

b. Registration

In the registration process, a visible symptom is a physical mechanism in the form of sensing and a person's condition to be influential through their sense organs. A person can listen to or view the information sent to him, then list all the information that is sent to him.

c. Interpretation

Interpretation is a cognitive aspect of perception that is very important, namely the process of giving meaning to the stimulus it receives. The process of interpretation depends on the depth, motivation, and personality of a person.

Figure 2.2 Process of Perception (Pickens, 2005)
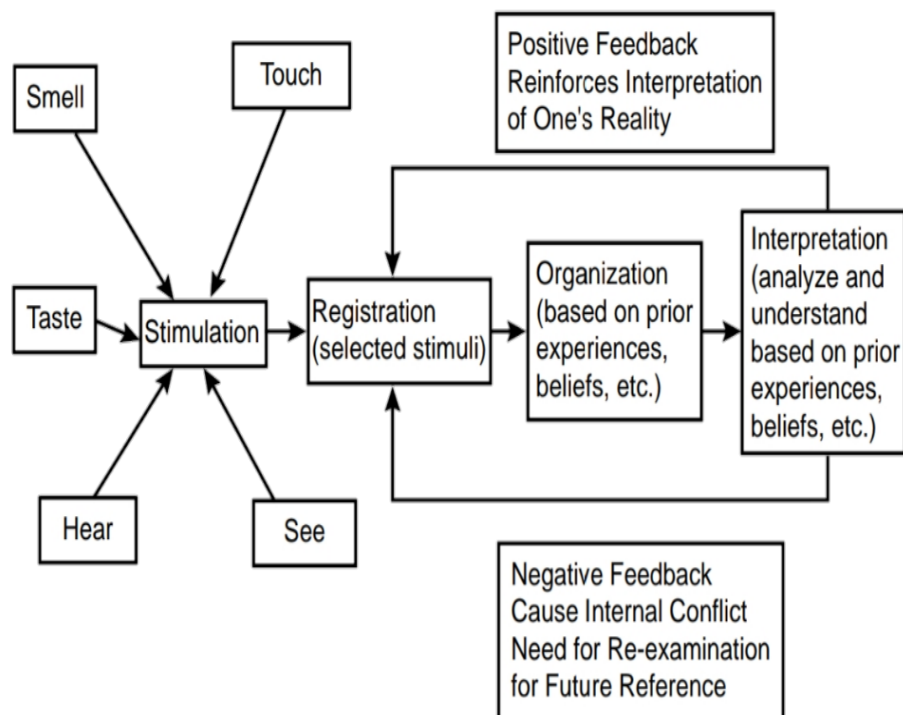
4. Types of Perception

Acording to Irwanto (2002: 71), types of perception divide into two types, as follows:

a. Positive perception

Positive perception is perceptions that describe all knowledge (know it or not) and responses that will be continued with the efforts to use it. Positive perception also means that there is a positive response towards the target being perceived. In addition, Ahmadi (1999:164) state that positive response means a form of response, action, or attitude that shows accepts, recognizes, approves, and implements the norms that apply where the individual is located.

b. Negative perception

The negative perception is a perception that describes all knowledge (know it or not) and responses that are not aligned with the object being perceived. Negative perception also means that there is a negative response towards the target being perceived. In addition, Ahmadi (1999:164) state that a negative response is a form of response, action, or attitude that shows rejection or disapproval of the prevailing norms where the individual is located.

In addition, Azwar (1988:15) stated that if the individual has a positive response, then he or she will tend to like or approach the object, while the negative response tends to stay away from the object. Furthermore, Irwanto (2002:71) stated that positive or negative perception also always affects an individual in doing an action. The presence of those positive or negative perceptions are influenced by how the way individual describes all their knowledge about an object being perceived.

Besides, two types of perception above, there is neutral perception. Neutrality arises when positive and negative affect are both minimal. This situation reflects a state of indifference, where one feels neither strongly positive nor negative (Gasper, 2018). When people are neutral, neither positive nor negative effect is present (Carver, 2006). Neutral effect is not the same as literally feeling nothing, but rather to feeling nothing in particular. It can be as feeling indifferent, nothing in particular, and a lack of preference one way or the other. (Gasper, 2019). Therefore, neutral perception means when an individual feels neither too positive nor negative toward the target being perceived.

5. **Factor Affecting Perception**

According to Miftah Toha (2003: 154), the factors that influence a person's perception are as follows:

a. Internal factors: individual feelings, attitudes and personalities, prejudice, desires or expectations, attention (focus), learning process, physical conditions, mental disorders, values and needs as well as interests, and motivation.

b. External factors: family background, information obtained, knowledge and surrounding needs, intensity, size, opposites, repetition of motion, new and familiar things or an unfamiliarity object.

Those factors make individual perceptions different from another and influence the individual in perceiving an object, even though the object is the same. Differences in perceptions can be traced to the presence of individual

differences, differences in personality, differences in attitudes or differences in motivation. Basically, the process of forming this perception occurs in a person, but perception is also influenced by experience, the learning process, and knowledge.

B. Internship Program

1. Definition of Internship Program

To prepare and build the students to become professional teachers. Faculty Tarbiyah and Teacher Training of IAIN Tulungagung have a program that educates students to become a professional teachers. This program is an internship program. Based on the guidelines of the Internships book "Internships Guidelines for IAIN Tulungagung" (2020), the Internship Program is an integral part and estuary of the educational process at the bachelor's level education which is intended to provide learning experiences to students in real situations in the field to strengthen pedagogical competence, personal, professional and social in order to improve or enhance the quality of learning in the classroom. In the Faculty Tarbiyah and Teacher Training of IAIN Tulungagung, the internship program is carried out in an integrated manner, namely on Internship program I and Internship program II.

From the explanation above, it can conclude that an internship program is a student training program that will put their knowledge into practice during college into real field situations.

2. The purposes of the Internship Program

Based on the guidelines of the Internships book "Internship Guidelines for IAIN Tulungagung" (2020), the purposes of the internship program as follows:

a. Internship program I

The purpose of internship program I is to provide students with the competencies needed to be ready to carry out Internships II, including cultural observation of partner institutions and learning activities, preparation of learning tools, and peer teaching practice.

b. Internship program II

The purpose of internship program II to provide experience in applying and evaluating learning in partner institutions such as schools, madrasahs, and PAUD institutions (RA / TK, KB).

3. The Activities in Internship Program

a. Internship I

The activities of students in the Internship program I are observation and interview. Internship teacher observe school culture and learning activities. School culture includes the habits and behavior of students and teachers both inside and outside learning. In addition, internship teacher also observe school infrastructure and facilities that support learning. In observing learning activities, the internship teacher observe the preparation of learning activities, starting the lesson from opening until closing, mastery of the materials, the strategies used by

teachers, the use of media and learning resources, learning evaluation, learning outcomes, responses, attitudes, problems were faced by students during the learning process, and how the teacher's attitude or actions in overcoming the problems. After doing observation, the internship teacher did the interview with the teacher and students complete the data of observation.

b. Internship II

Based on the guidelines of the Internships book "Internships II Guidelines for IAIN Tulungagung in Pandemic Era Covid-19" (2020), the learning process at partner institutions in the 2020/2021 first semester will be carried out in online and offline forms. There are several online learning applications used by partner institutions, including E-learning of Madrasah, WhatsApp, Google Classroom / Integrated Google Classroom, Youtube, and Zoom / Cisco Webex. So, the activities of the internship program as follows:

1) Revising the Preparation of Lesson Plan.

The lesson plan prepared by students during Internship I are revised according to KI and KD which will be used for Internship II. In the current pandemic conditions, there are KI and KD in the Emergency Curriculum (in Special Conditions) which contain essential materials that must be achieved at every level of education.

2) Further Observation of Learning Implementation.

Before implemented teaching practice, the internship teacher should make further observations related to the implementation of learning carried out by the teacher to strengthen what was previously known during the observation in Internship I. In this case, the teacher acts as a model teacher for the internship student. The focus of observation is how the teacher opens learning activities, carries out initial activities, carries out core activities, carries out closing activities, and ends learning activities in class both online and offline. This activity is carried out in partner institutions before carrying out teaching practice.

3) Implementation of Teaching Practices

Implementation of teaching practices is must be related to the lesson plan. In this activity, internship teacher are given the chance to carry out learning practices under the guidance of the teacher. In Internship II, each internship student carries out a guided learning practice for 6 (six) times both online and offline in accordance with the policies of each internship partner institution. There are schools that implement full online learning, and there are those that take turns online. Therefore, internship teacher must be ready to teach in both ways.

4. The Role of Teacher in Internship Program

The teacher is very influential person in the internship program. Based on the guidelines of the Internships book "Internships Guidelines for IAIN

Tulungagung" (2020), the teacher has the following duties and roles in the internship program, as follows:

a. **Internship I**

1) Guiding the process of observing school culture and learning activities.

2) Provide data and information about KI, KD, and syllabus to compile learning tools that will be used in Internship II.

3) Guiding the process of preparing learning devices.

4) Assessing learning tools prepared by internship teacher.

5) Become an apprentice model teacher.

b. **Internship II**

1) Guiding and assessing learning tools prepared by internship teacher.

2) Guiding and assessing internship teacher in carrying out teaching practices.

3) Discuss the results of teaching activities with internship teacher for improvement and enrichment of subsequent teaching performances.

4) Accompanying the internship teacher' lesson study practice, starting from the preparation of learning tools, implementing learning, to reflection discussions.

5. **Benefits of Internship Program**

a. **For Students**

1) Provide the students' understanding of the educational process at school with all its problems.

2) Provide experience to students about the learning process and school administration.

b. For Schools

1) Getting a chance to participate in preparing to prospective teachers or educational staff of competent candidates.

2) Obtaining the experience of knowledge and ideas for school development.

c. For the Faculty

1) Obtaining feedback from the experience of internship teacher on the development of education in the field for the development of the academic program of the Faculty of Tarbiyah and Teacher Training.

2) Increasing relationship with schools partner.

C. Teaching English in Junior High School

1. Teaching English in Junior High School

The need of education has been one of the human rights because it is a process of changing attitude by means of learning and training. In Indonesia, English is considered a foreign language it is taught as a school subject. This is in line with the issuance of the decree of the Minister of Culture and Education No. 096/1967 has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school up to university level.

Teaching English in junior high school has a purpose that is by the end of their study, the students are expected to master two competence, there

are actional competence which is divided into productive skills (speaking and writing) and receptive skills (listening and reading) and linguistic competence such as grammar, vocabulary, pronunciation, and spelling (Diknas, 2004). The language skills and components should be taught integrated.

2. The Characteristic of Junior High School

According to Piaget in (Suyanto, 2010: 6), there are four phase of children's growth they are:

a) Sensory-motor stage, from born – 2 years

b) Preoperational Stage, 2 years – 8 years

c) Concrete Operational Stage, 8 years – 11 years

d) Formal Stage, 11 years – 15 years and more

Junior High School includes informal stages, it means they are adolescent. This is a transition period from childhood to be adulthood. In this case, there are many changes in their attitude, aptitude even their lifestyle. But teachers have to know the characteristic of teenage students.

Many reasons why the teenage students in particular may be disruptive in class. Besides from the need for self-esteem and the peer approval they may provoke from being disruptive, there are other factors too, such as the boredom they feel not to mention problems they bring into class from outside school. However, while it is true that adolescents can cause discipline problems, it is usually the case that they would be much happier if such problems did not exist. They may push teachers to the limit, but they are much

happier if that challenge is met if the teacher actually manages to control them.

3. **English Teaching in 2013 Curriculum at Juior High School**

According to E. Mulyasa (2013: 66), the 2013 Curriculum is a competency-based curriculum which is a curriculum concept that emphasizes character development and the ability to perform (competence) tasks with certain performance standards, so that the results can be felt by students. in the form of mastery of a certain set of competencies. Anang Tjahjono (2013: 1), state that 2013 curriculum is a curriculum based on developing student competencies.

Important thing in implementing the 2013 Curriculum is the application of character education. According to E. Mulyasa (2013: 7), character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of intact, integrated, and balanced character and noble character of students, in accordance with the competency standards of graduates in each unit education. In the application of character education, it is not only the responsibility of the school, but the responsibility of all parties such as parents of students, government, and society.

a. **Learning Principles of the 2013 curriculum**
   1) Students actively seek out
   2) Learning sources are not only teachers, but from various learning sources

3) The use of scientific methods in learning

4) Competency-based learning

5) Learning is integrated

6) Learning with multi-dimensional answers

7) Learning is applicative

8) Improvement and balance between physical skills (hard skills) and mental skills (soft skills)

9) Learning that prioritizes the culture and empowerment of students as lifelong learners

10) Learning that applies values

11) Learning that takes place at home, at school and in the community

12) Learning that applies the principle of who is the teacher, who is the student, and wherever the class is

13) Utilization of information and communication technology in learning

14) Recognition of the individual differences and cultural backgrounds of students

Based on the principles above, the researcher can conclude that the 2013 curriculum learning process emphasizes the activeness of students learning independently. Students are given the opportunity to build their own knowledge.

b. Implementation of 2013 curriculum in Junior High School

Permendikbud Number 81 A of 2013 concerning Implementation of Appendix IV Curriculum, the learning process consists of five main learning experiences, as follow:

1) Observe

Learning activities carried out in the process of observing are reading, listening, listening, seeing (without or with tools). The competencies developed are training sincerity, thoroughness, and seeking information

2) Questioning

The competencies developed are developing creativity, curiosity, and the ability to formulate questions to form critical thoughts that are necessary for living smart and lifelong learning.

3) Gathering Information

Collecting information is a learning activity in the form of experiments, reading sources other than textbooks, observing objects / events / activities, and interviewing sources.

4) Associating

Associating is a learning activity in the form of processing information that has been collected, either limited to the results of collecting / experimental activities or the results of observing and gathering information.

5) Communicating

Communicating is a learning activity in the form of conveying observations, conclusions based on the results of analysis orally, in writing, or other media

The successful implementation of the 2013 Curriculum is influenced by the Education Process Standards. There are eight educational process standards, one of which is the educational process standard. Process standards are criteria regarding the implementation of learning in one education unit to achieve Graduate Competency Standards. Process Standards can be described as each unit of educators to plan learning (including the preparation of learning implementation plans and preparation of syllabus), carry out the learning process (the learning process is held interactively, is inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for creativity, initiative and independence according to the talents, interests, and physical and psychological development of students), assessing learning outcomes and supervising the learning process for the implementation of an effective and efficient learning process.

c. **Junior high school curriculum structure**

Junior high school curriculum structure consists of general subjects group A and general subjects group B. Especially for Islamic junior high school, it can be added with religious subjects regulated by

the Ministry of Religion. The following is junior high school curriculum structure:

Table 3.1 Time Allocation for Junior High School Subject

MATA PELAJARAN		ALOKASI WAKTU PER MINGGU		
		VII	VIII	IX
Kelompok A (Umum)				
1.	Pendidikan Agama dan Budi Pekerti	3	3	3
2.	Pendidikan Pancasila dan Kewarganegaraan	3	3	3
3.	Bahasa Indonesia	6	6	6
4.	Matematika	5	5	5
5.	Ilmu Pengetahuan Alam	5	5	5
6.	Ilmu Pengetahuan Sosial	4	4	4
7.	Bahasa Inggris	4	4	4
Kelo mpok B (Umum)				
1.	Seni Budaya	3	3	3
2.	Pendidikan Jasmani, Olahraga, dan Kesehatan	3	3	3
3.	Prakarya dan/atau Informatika	2	2	2
Jumlah jam pelajaran per minggu		38	38	38

From the table above, it can be seen that English subjects have a time allocation of 4 lessons hour per week, with 40 minutes per lesson hour. So, students learn English at junior high school for 160 minutes a week.

In syllabus, English subjects in junior high school have the following scope:

1) Discourse skills, namely the ability to understand and / or produce oral and / or written texts which are realized in four language skills, namely listening, speaking, reading and writing in an integrated manner to achieve functional literacy levels;

2) Ability to understand and create various short functional texts and monologues and essays in the form of procedure, descriptive, recount, narrative, and report. The gradation of teaching materials appears in the use of vocabulary, grammar, and rhetorical steps;

3) Supporting competencies, namely linguistic competence (using grammar and vocabulary, sound and writing), sociocultural competence (using language expressions and actions in an acceptable manner in various communication contexts), strategic competence (overcoming problems that arise in the communication process with various ways to keep communication going), and discourse shaping competences (using discourse shaping tools).

d. The Role of Teacher in Implementation of 2013 Curriculum

Based on the principles and implementation of the 2013 curriculum at junior high school above, it can conclude that teachers have the following roles in the 2013 curriculum, as follows:

1) The teacher makes the lesson plan through the appropriate steps

One of the teacher's roles in the learning process is as a learning planner. Every teacher in an education unit is obliged to make a lesson plan. As in the Minister of Education and Culture Regulation

No. 22 (2016: 6). Lesson plan is a face-to-face learning activity plan for one or more meetings. Lesson plan is developed from the syllabus to guide the learning activities of students in an effort to achieve Basic Competence (KD). Every teacher is obliged to make a complete and systematic lesson plan so that learning is effective and quality. It will have implications for improving the quality of the process and learning outcomes of students.

The teacher is obliged to make a complete and systematic lesson plan. Therefore, teachers should pay attention to the steps for making lesson plan. As in Minister of Education and Culture Regulation No. 22/2016, the steps for making lesson plan are:

1. School identity, namely the name of the educational unit;

2. Identity of subjects or themes / sub-themes;

3. Class / semester;

4. Main material;

5. The time allocation is determined according to the needs for achieving basic competency and learning load by considering the number of lessons available in the syllabus and basic competency that must be achieved;

6. Learning objectives are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge and skills;

7. Basic competencies and indicators of competency achievement;

8. Learning materials, containing facts, concepts, principles, and procedures that are relevant, and written in the form of points in accordance with the formulation of indicators of competency achievement.

9. Learning methods, used by educators to create a learning atmosphere and learning process so that students achieve basic competency that is adjusted to the characteristics of students and the basic competencies to be achieved;

10. Learning media, in the form of aids for the learning process to deliver subject matter;

11. Learning sources, can be in the form of books, print and electronic media, natural surroundings, or other relevant learning sources;

12. The learning steps are carried out through preliminary, core, and closing stages.

13. Assessment of learning outcomes.

Based on explanation above, it can conclude that making lesson plan is a very important step before implementing learning. Good planning is needed to make the implementation of learning runs effectively. Every teacher is obliged to make a complete and systematic lesson plan so that learning is effective and quality. It will have implications for improving the quality of the process and learning outcomes of students.

2) Teacher as facilitator

Nowadays, the role of the teacher in the classroom is emphasized more as learning facilitators. It is no longer the only source of information for students. As a facilitator, teacher tries to guide all students to participate actively in every lesson. This is emphasized in the application of the 2013 Curriculum. It is intended to make the class more active. Through active learning, the teacher facilitating the students in the learning process, so they get a real and authentic learning experience. It will change the paradigm in teaching, from being teacher-centered to being student-centered.

As facilitators, teachers are expected to understand and develop learning media as materials for delivering material to students. Difficult material can be made easy with a variety of media. The main problem is not with the subject matter which has become the standard in the education curriculum, but rather in the way the teacher presents subject matter that makes students feel happy. Students will bored with the monotonous teaching style. Therefore, a teacher should innovate in the teaching-learning process and facilitate students so that it easy to understand learning materials and achieve optimal learning objectives.

According to E. Mulyasa (2013: 55) the role of the teacher as a facilitator can be seen from the following indicators:

a. Not being excessive in defending their opinions and beliefs, or not being overly open;

b. Listen to students more, especially about their aspirations and feelings;

c. Willing and able to accept innovative and creative students' ideas, even those that are difficult;

d. Increasing attention to relationships with students as well as learning materials;

e. Receive feedback (feedback), both positive and negative in nature, and accept it as a constructive view of themselves and their behavior;

f. Tolerance to mistakes made by students during the learning process; and

g. Appreciate the achievements of students, even though they usually already know the achievements they have achieved

Based on the explanation above, it can conclude that the teacher as a facilitator has a duty to facilitate students in learning. Such as, guide the students to be active in learning, helping students get their own understanding of the material, providing interesting learning media, and helping the learning process according to their needs and desires. Therefore, as a facilitator, a teacher should innovate in the teaching-learning process and facilitate students to easily absorb learning materials and achieve optimal learning objectives.

3) Teachers provide character education

According to the Ministry of National Education (2010: 4) character education is defined as education that develops and characterizes the nation in students so that they have values and character as their own character, apply these values in their own lives, as members of society, and religious citizens. , nationalist, productive and creative. Character education is also defined as everything that the teacher does, which is able to influence the character of students. Teachers help to build the character of students. This includes modeling how teachers behave, how teachers speak or deliver material, how teachers tolerate, and various other related things.

Character education in the schools, all components must be involved, including the components of education itself, such as curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing , and the work ethic of all school / community members. In addition, character education is interpreted as a behavior of school members who in carrying out education must have character.

From the explanation above, it can conclude that in learning a teacher does not only provide learning material, but also provides character education in the form of exemplary for students. Exemplary

can be in the form of exemplary when speaking or behaving. Thus, a teacher also plays a role in building the character of students.

4) The teacher guides students in learning according to the scientific approach

The 2013 curriculum has different characteristics with previous curriculum. One of them is the use of a scientific approach in learning process. According to Hosnan (2014: 34), scientific education is a learning process designed so that students actively construct concepts, laws, or principles through observing, formulating problems, proposing / formulating hypotheses, collecting data using various techniques, analyzing data, drawing conclusions, and communicating. So, the scientific approach is something that is used in the learning process designed so that students actively construct concepts, laws, or principles through a scientific approach.

Of course, the scientific approach is different from the approach used in the previous curriculum. According to Kurniasih et al (2014: 33), learning with the scientific method has the following characteristics:

1. Student centered
2. Involves science process skills in constructing concepts, punishments or principles.

3. Involving cognitive processes that have the potential to stimulate intellectual development, especially students' higher order thinking skills.

4. Can develop student character.

Learning using the scientific approach is carried out through the process of observing, questioning, experimenting, processing data or information followed by analyzing, associating, and conclude, present data or information . Learning like this is intended to improve and build students' attitudes, skills and knowledge to the fullest. According to Fauziati (2014: 157), there are five steps on scientific approach, as follows:

a) **Observing**

Observing is a learning process in a scientific approach that puts forward direct observation of the object of research systematically. The purpose of this observation is to obtain facts in the form of objective data which are then analyzed according to the level of development of students. In addition, by observing activities, it is hoped that the learning process can be more meaningful for students. Observation activities are expected to train seriousness, thoroughness, and information seeking competencies.

b) Questioning

Questioning is an activity to ask questions about information that is not understood from what is being observed or to add information about the object of observation (from factual to hypothetical questions). The questioning activity is expected to develop competency in creativity, curiosity, and the ability to formulate questions to form critical thoughts for intelligent life and lifelong learning. The questioning activity is an activity to encourage, guide, and assess the thinking skills of students. The questions that arise are the basis for seeking further information.

c) Collecting Information

Collecting information is a continuation of asking questions. Information can be obtained through various sources, observations, or conducting experiments. Competencies that are expected to develop through this activity are conscientious, honest, polite attitudes, respect for the opinions of others, the ability to communicate, the ability to gather information in various ways, develop learning habits, and lifelong learning.

d) Associating

Associating activities are activities to collect information, facts and ideas that have been obtained from observing, asking, or trying to be processed further. Information processing is an activity to expand and deepen the information obtained to find

solutions from various sources. Meanwhile, in reasoning activities, students connect what is being learned with what is in everyday life. Competencies that can be developed through this activity are honesty, thoroughness, discipline, obeying rules, hard work, the ability to apply procedures, and the ability to think inductively and deductively in concluding.

e) **Communicating**

Communicating activities are activities in which the teacher provides opportunities for students to convey what they have learned either by writing or telling. Through this activity, the teacher can provide confirmation if there is a student misunderstanding. Competencies that are expected to develop from this activity are honesty, thoroughness, tolerance, the ability to think systematically, express opinions briefly and clearly, and develop good and correct language skills.

5) **Teachers select and use a variety of learning media in the learning process**

In learning, of course the teacher uses learning media. According to Gerlach and Ely in Azhar (2011), media is human, material and events that build conditions that enable students to acquire knowledge, skills or attitudes. Meanwhile, according to Criticos in Daryanto (2011: 4) media is one component of communication, namely as a messenger from communicator to

communicant. So, it can be concluded that learning media are anything that can be used to stimulate thoughts, feelings, attention and abilities or skills of learners so that they can encourage the learning process.

In the learning process, media plays an important role in achieving learning objectives. By using media in accordance with the interests of students, they will easily understand the material presented by the teacher. Therefore, the use of learning media is very necessary. According to Arif S. Sadiman, et al (2011) states that the uses of learning media are:

a. Clarify the presentation of the message so that it is not too verbalistic.

b. Overcoming the limitations of space, time and sensory power.

c. The use of appropriate and varied learning media can overcome the passive attitude of students.

d. Provides the same learning stimulant.

e. Equalizing experience.

f. Generates the same perception.

In learning, teachers are expected to be able to use various kinds of media. So, the student feel happy and enthusiastic in learning. According to Seels and Glasgow in Azhari Arsyad 2011: 33), learning

media is divided into two major groups, namely: traditional media and advanced technology media.

a. Traditional media options

1) Silent visual projected namely apaque projection, overhead projection, slides, filmstrips.

2) Visuals that are not projected, namely pictures, posters, photos, charts, graphs, diagrams, exhibitions, signage, and billboards.

3) Audio, namely recorded discs, cassette tapes, reels, cartridges.

4) Multimedia presentation, namely slides plus sound (tape).

5) Dynamic visual projected, namely film, television, and video.

6) Print media, namely text books, modules, programmed texts, workbooks, scientific magazines, hand-outs.

7) Games namely puzzles, simulations, and board games.

8) Realia media, namely models, specimens (examples), manipulatives (maps, dolls).

b. Choice of technology media

1) Telecommunication-based media, namely teleconferencing, distance learning.

2) Microprocessor-based media, namely computer-assisted instruction, computer games, intelligence tutoring systems, interactive, hyper media, compact (video) discs.

Of course, the use of media must be in accordance with the conditions and learning situations. During the Covid-19 pandemic, students are encouraged to learn from home. So, the teaching and learning process must be done online. In this case, the use of the media must be considered. A teacher should use interesting media. In addition, the media used must be easily used by students. So, media selection is very important to consider.

As recommended by the Ministry of Religion, Islamic junior high schoo is recommended to use Ministry of Religion E-learning in online learning. However, in practice there are several obstacles faced by teachers and students. Especially at MTsN 2 Tulungagung, there are some teachers and students who are difficult in using E-learning. Then, sometimes an error occurs in E-learning, either because of the signal or from the E-learning itself. Thus, some teachers decided to use other media, such as WhatsApp as a learning medium. Besides that, they also use videos from Youtube and Google Form as additional media. So, teachers use a variety of media to support learning.

6) The teacher conducts an assessment

Assessment is closely related to learning. Ralph Tyler (1950) state that assessment is a process of collecting data to determine the extent, in what way, and how educational goals have been achieved.

Zaenal Arifin (2009: 2) states that assessment is a systematic and continuous process or activity to gather information about the learning process and outcomes of students in order to make decisions based on certain criteria and considerations. So, it can conclud that assessment is an activity in collecting data related to learning activities to be used as a measuring tool for the success of student achievement and to consider decisions in improving student learning activities.

Assessment is an important element in learning, which is a component that is no less important than the learning model or method. Assessment is used to determine the ability and success of students in achieving learning goals. Therefore, a teacher needs to pay attention to things related to assessment in learning. According to Kusaeri Suprananto (2012: 17), in learning activities, a teacher must master some knowledge related to educational assessment, including:

1) Able to select appropriate assessment procedures to make learning decisions.

2) Able to develop appropriate assessment procedures to make learning decisions.

3) Capable of implementing, scoring, and interpreting the results of assessments that have been made.

4) Able to use the results of the assessment to make decisions in the field of education.

5) Able to develop valid assessment procedures and use assessment information.

6) Able to communicate the results of the assessment.

From the explanation above, it can conclude that assessment is an important component in learning. In learning, the teacher plays a role in conducting assessments to measure the success of student achievement during learning. By knowing the level of student achievement, the teacher can consider further decisions in increasing the achievement of student learning success.

D. Teacher Competence

According to UU No.14 year 2005 chapter I section 1 verse 10 about teachers and lectures, competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and ruled by a teacher or lecturer in performing their professional tasks. Based on PP No.74 about teachers and lectures, chapter II section 1 verse 2 had been explained that teacher competence includes four competences, as follows:

1. Pedagogic Competence

Pedagogical competence is technical ability in carrying out duties as educators, teachers, and mentors. According to Laverie (2010: 201), pedagogical competence is "the ability of and individual to use a coordinated, synergistic combination of tangible resources (instruction materials such as books, articles, and cases and technology such as software and hardware) and

intangible resources (knowledge, skills, experience) to achieve efficiency and / or effectiveness in pedagogy". This competency includes the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials.

Pedagogic competence, namely the ability of a teacher to manage the learning process of students. In addition, pedagogical abilities are also shown in helping, guiding and leading students. According to Imam Wahyudi (2012: 22), a teacher must be able to:

a) Mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects.

b) Mastering learning theory and teaching learning principles.

c) Developing a curriculum that is related to the subject / field of development being handled.

d) Organizing educational learning.

e) Utilizing information and communication technology for the benefit of learning.

f) Facilitating the development of the potential of students to actualize their various potentials.

g) Communicate effectively, emphatically, and politely with students.

h) Conducting assessments and evaluations for the benefit of learning.

i) Take reflective action to improve the quality of learning.

Furthermore, in Permendiknas No.16 of 2007 concerning Educator and Education Standards, it is stated that pedagogical competence is the ability of teachers in managing student learning which at least includes the following:

a) Understanding educational insight or foundation (ability to manage learning)

b) Understanding of students

c) Learning design

d) Implementation of educational and dialogical learning

e) Utilization of learning technology

f) Evaluation of learning outcomes

g) Development of students to actualize their various potentials.

Based on the explanation above, it can be concluded that pedagogic competence is the competence of a teacher in managing the learning process of students. In addition, pedagogical abilities are also shown in helping, guiding and leading students.

2. Personal Competencies

According to Kheruniah, et al. (2013: 108), personality competence is the basis for three other kinds of competence. In other words, a teacher is demanded to explain the learning process, and the most important thing is how a teacher makes a learning process the site of a student's competence formatting and personality quality improvement. The teacher's personality

has a very strong influence on his duties as an educator. The authority of the teacher is in his personality. It is difficult for teachers to educate students to be disciplined if the teacher is not disciplined. Students will imitate their teachers so that what the teacher says should be the same as their actions. Teachers who are honest and sincere in carrying out their duties as educators are different from teachers who teach because they have no other work. Students easily read this.

According to Permendiknas No.16 / 2007, the ability in this competency standard includes five main competencies, namely:

a) Acting in accordance with the religious, legal, social and national cultural norms of Indonesia.

b) Presenting oneself as an honest person, with noble character and role model for students and society.

c) Presenting oneself as a person who is stable, stable, mature, wise and dignified.

d) Shows work ethic, high responsibility and pride in being a teacher, and self-confidence.

e) Upholding the professional code of ethics for teachers.

Based on the explanation above, it can be concluded that personality competence is the competence of a teacher in speaking and acting during learning and outside learning. In other words, a teacher must have a good personality in carrying out his duties as a teacher. Because, what a teacher

does will be imitated by the student. So, it is very important for a teacher to master this personality competency.

3. Social Competence

Teachers are social beings who cannot be separated from the social life of society and their environment. Therefore teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also education that occurs and takes place in the community. Social competence involves 5 major emotional, cognitive, and behavior competencies: self-awareness, social awareness, responsible decision making, self-management, relationship management. (Zins et all in Jennings and Greenberg, 2009: 494).

Social competence relates to the ability of educators as part of society to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the surrounding community. The rest, there are other criteria for competence that every teacher must have. In this context a teacher must be able to:

a) Being inclusive, acting objectively and not discriminating, due to considerations of gender, religion, race, physical condition, family background and socioeconomic status.

b) Communicate effectively, sympathetically, and politely with fellow educators, education staff, parents and the community.

c) Adapt to the place of duty throughout the territory of the Republic of Indonesia.

d) Communicate with the professional community itself and other professions orally and in writing or other forms.

Based on the explanation above, it can concluded that teachers are social creatures, which in their lives cannot be separated from the social life of the community and their environment. Therefore teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also education that occurs and takes place in the community. Thus teachers are expected to function themselves as social beings in society and their environment, so that they are able to communicate and mingle effectively with students, fellow educators, educational staff, parents and guardians of students and the surrounding community.

4. Professional Competence

According to Beijaard (1995: 282), a teacher's professional identity is composed of three factors: the subject they teach, their relationship with pupils, and their role conception. In other words, professional competence is an ability related to the mastery of learning material in a broad and deep field of study, which includes mastering the substance of curriculum content in school subjects and the scientific substance that covers the curriculum material, as well as adding scientific insight as a teacher. The characteristics

of teachers who are assessed as professionally competent are being able to develop their responsibilities properly, being able to carry out their roles and functions properly, being able to work towards realizing the goals of school education, being able to carry out their roles and functions in classroom learning.

Teachers who have professional competence need to master, among others: scientific disciplines as a source of learning material, teaching materials taught, knowledge of student characteristics, knowledge of educational philosophy and goals, knowledge and mastery of teaching methods and models, mastery of technological principles learning and knowledge of assessment and being able to plan, lead to smooth the educational process.

The scope of teacher professional competence is contained in the Indonesian Minister of Education and Culture Regulation number 16 of 2007 concerning academic qualifications and teacher competencies which include:

a. Mastering material, structure, concepts and scientific thought patterns that support the subjects being taught.

b. Mastering competency standards and basic competencies of the subjects being handled.

c. Developing creative learning materials.

d. Developing professionalism in a sustainable manner by making scientific papers and doing reflective.

e. Utilizing information and communication technology to develop themselves.

Based on the explanation above, it can concluded that professional competence is the competence of a teacher in mastering and developing learning material. In addition, teacher must utilizing information and communication technology to develop learning material.

E. Implementation of Online Learning

1. Definition of Online Learning

Online Learning is a modern learning method that is being developed in Indonesia. According to Priyanto (2008), online learning is the delivery of learning content that is distributed electronically using the internet, CD / VCD, and also a component to evaluate it. Moreover, online learning is a type of teaching and learning that allows teaching materials to be delivered to students using the internet, intranet or other computer network media (Hartley, 2001).

From the explanation above, it can concluded that online learning is a way of teaching in modern times by utilizing computer technology as a medium of interaction that can be done anytime and anywhere.

2. Characteristic of Online Learning

According to the Regulation of the Minister of Education and Culture (PERMENDIKBUD) number 109 of 2013 the characteristics of online learning are:

a) Distance education is the teaching and learning process carried out remotely through the use of various communication channels.

b) The learning process is carried out electronically (e-learning), which utilizes information and communication technology-based information packages for learning purposes that can be accessed by students anytime and anywhere.

c) Learning resources are teaching materials and a variety of information is developed and packaged in a form based on information and communication technology and used in the learning process.

d) Distance education has the characteristics of being open, learning, independent, complete learning, using information and communication technology, using other educational technologies, and taking the form of university integrated learning.

e) Distance education is open in nature, which means that learning is organized flexibly in terms of delivery, selection and study programs and program completion time, pathways and types of education without age limit, year of diploma, a field of the study background, registration period, place and method of learning, as well as the evaluation period of learning outcomes.

From the explanation above, it can be concluded that the characteristics of online learning are using electronic media, learning that is

carried out using the internet, learning can be carried out anytime and anywhere and online learning is open.

3. **The role of Teacher in Online Learning**

The role of teacher in online learning is very important. The good role of teacher will create online learning runs effectively. According to Goodyear et al (2001: 69-71), there are eight role of teacher in online learning:
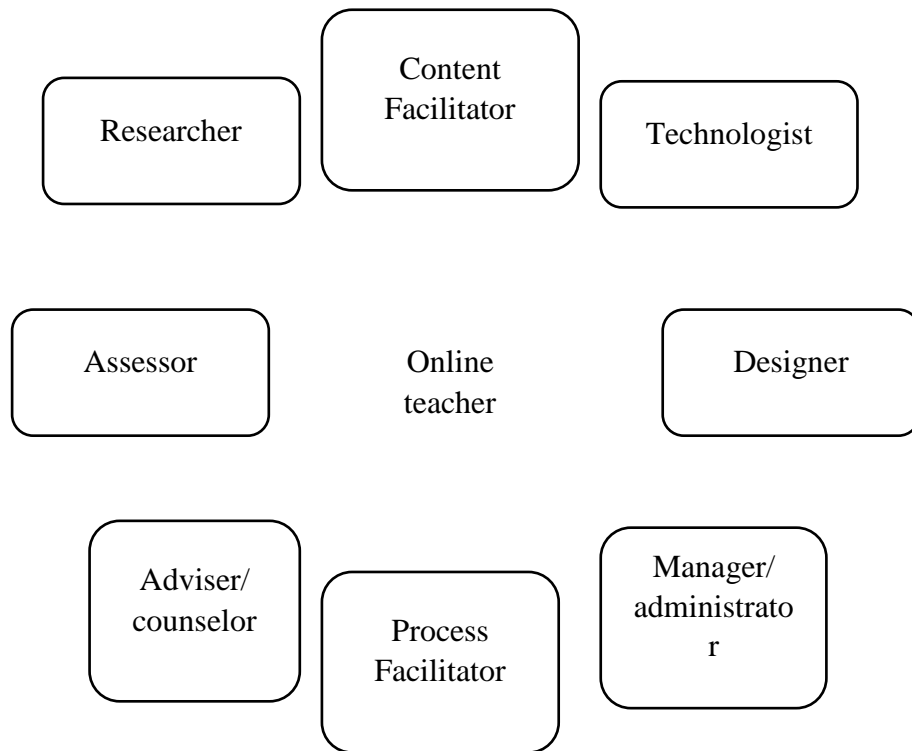
```
                ┌──────────────┐
                │   Content    │
┌──────────────┐│  Facilitator ││──────────────┐
│  Researcher  │└──────────────┘│ Technologist │
└──────────────┘                └──────────────┘

┌──────────────┐    Online      ┌──────────────┐
│   Assessor   │    teacher      │   Designer   │
└──────────────┘                └──────────────┘

┌──────────────┐                ┌──────────────┐
│   Adviser/   │┌──────────────┐│   Manager/   │
│  counselor   ││   Process    ││ administrato │
└──────────────┘│  Facilitator ││      r       │
                └──────────────┘└──────────────┘
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Figure. 2.3 Role of teacher in online learning by Goodyear et al (2001)

1. **The process facilitator**

The Process Facilitator is concerned with facilitating the range of online activities that are supportive of student learning (contrast with

content facilitator). The process facilitator role can be expressed in terms of six main task areas, each of which has some associated behaviors and attributes. There are competences associated with process facilitator role:

a. Challenge participants, but support them both individually and as a group.

b. Tolerate ambiguity when working with individuals and groups.

c. Respect the privacy of individuals and members. group

d. Summarise key points in a discussion.

e. Reinforce contributions from participants.

f. Decide when not to contribute.

g. Ensure active participation of all learners.

h. Guide discussion in keeping with lesson goals and objectives.

i. Help the learners articulate their learning concerns and needs.

j. Be an active listener.

k. Help learners take responsibility for their own learning and that of others.

l. Help establish a sense of learning community and/or community of practice.

m. Understand the student's perspective, expectations, culture, and learning needs.

n. Work with group dynamics, i.e. drawing out students who take a back seat.

o. Help pace the learning process.

p. Describe clearly the risks and boundaries of the learning space.

q. Make appropriate contributions and encourage initial participation.

r. Encourage sharing one's own learning with students.

s. Intervene to provide direction, give information, manage disagreements, and dr. in participants.

t. Encourage and motivate students.

u. Establish a sense of equality.

v. Demonstrate self-confidence and a willingness to be open.

w. Create a student-centered environment.

2. The adviser-counselor

The Adviser-Counselor works with learners on an individual or private basis, offering advice or counseling to help them get the most out of their engagement in a course, (contrast with process facilitation, which is mainly, if not exclusively, done in the group or public setting.).

3. The Assessor

The Assessor is concerned with providing grades, feedback, and validation of learners' work. There are competences associated with assessor role:

a. Use on-line techniques to assess learning outcomes & processes.

b. Ensure authenticity of student work.

c. Appreciate ethical issues.

d. Distribute grades and scores in keeping with legal statutes

4. The Researcher

The Researcher is concerned with engagement in production of new knowledge of relevance to the content areas being taught. There are competences associated with researcher role:

a. Evaluate the effectiveness of on-line programs and materials.

b. Analyse and reflect upon data, experiences, and records of on-line teaching to monitor and improve one's own performance.

c. Use on-line resources to collect information on-line teaching and learning.

d. Conduct research on on-line teaching and learning. Develop theory or models of on-line teaching and learning.

e. Induct on-line learners into your community of knowledge production and research.

5. The Content Facilitator

The Content Facilitator is concerned directly with facilitating the learners' growing understanding of course content. There are competences associated with content role:

a. Point to relevant learning resources.

b. Construct appropriate learning tasks.

c. Maintain focus (refocus as necessary) on core content.

d. Summarise content of discussions Structure content available to learners (provide scaffolding, signposting; weaving materials).

e. Model appropriate cognitive skills.

f. Monitor progress Provide feedback Advising (technical, subject matter, learning process.

6. **The Technologist**

The Technologist is concerned with making or helping make technological choices that improve the environment available to learner. There are competences associated with technologist role:

a. Posses adequate technical skills Use technology at an operational level.

b. Understand the capabilities and limitations the available technologies/platform and infrastructure tools.

c. Assess what tools can be used for in learning.

d. Make appropriate use of tools and techniques.

e. Diagnose learners' technical issues and challenges.

f. Select appropriate media according to intended learning outcomes.

g. Have knowledge about how use of different media influence different types of tutor and student behavior. Ability to edit and update distributed learning resources.

h. Respect the intellectual property rights of others

7. **The Designer**

The Designer is concerned with design worthwhile online learning tasks. (cf. process facilitation, which is predominantly an "in course"

activity; design work is predominantly a "pre-course" activity.) There are competences associated with designer role:

a. Specify activities to be performed by students.

b. Establish relevance between the activity and the desired learning outcome.

c. Select appropriate media and modalities.

d. Provide for easy access to on-line resources.

e. Ensure that the learning activities are consistent with the technology constraints and capabilities.

f. Establish activities with appropriate pacing- time scale Specify and create mechanisms or tools to monitor student progres.

g. Design appropriate assessment.

h. Define completion criteria

8. **The Manager-Administrator**

The Manager-Administrator is concerned with issues of learner registration, security, record-keeping, and so on. There are competences associated with manager-administrator role:

a. Interface with the institution (enrolling, assessment processes, evaluation, informing).

b. Referral of students to appropriate sources of support.

c. Effective management of time Ability to construct timetables or schedules for learning activity/courses.

d. Enable students to participate readily in the online environment.

4. Advantages and Disadvantages of Online Learning

The advantages and disadvantages of online learning for educator. According to Mustakim, (2020:7) revealed that the advantages of online-based learning for teachers consist of:

1. Can be used to convey learning without being limited by space and time

2. Can use learning materials from various sources on the Internet

3. Teaching materials are relatively easy to update.

Besides having advantages, the application of online-based learning also has an unfavorable impact on teachers in schools. Dewi (2020:59-60) explained that there were several impacts experienced by teachers in schools, as follows:

1. There are some teachers who are less proficient in using internet technology or social media as a learning tool.

2. There are still teachers who still need assistance and guidance in advance so they can use devices or facilities to help online learning activities.

3. The advantages and disadvantages of online learning for students

According to Dewi, (2020: 56), there are several advantages of online learning that are felt by students, including:

1. Learners have the flexibility of learning time;

2. Learners can learn anywhere and anytime;

3. Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or WhatsApp group.

In addition to the various opportunities and advantages provided by online learning through the internet, there are still challenges and will certainly find various kinds of obstacles or disadvantages in the implementation of online learning. According to Rohmadani (2020:126), the obstacles in online learning include the following:

1. Students are not familiar with the online learning system

2. The online learning system relies on an internet network connection;

3. Not all students get a good internet network so that it hinders the perfection of online learning.

F. Previous Study

There are some previous studies which concerned about students' perception toward internship students. The first, the research that had been conducted by Yulia Nur Aini (2015) entitled "*The Students' Perceptions on The Competence of Pre-Service Student Teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University*". This study was aimed to know about the students' perception on the competence of pre-service students of English Education Department Teacher of Teacher Training and Education Faculty of Sebelas Maret University viewed from the

pedagogical, professional, personality, and social competences. The result of this research showed that the score of students' pedagogical competence is 75.021. Then, the score of students' personal competence is 79.26. Next, the score of students' social competence is 82.6. And the last, the score of students' professional competence is 76.89. Overall, the score of pre-service students' competence is good.

The second, the research that had been conducted by Tria Agda Marenty (2017) entitled *"Students' Perceptions toward the Representation of English Pre-service Teacher's Competencies at SMP N 7 Jambi".* This study was aimed to know about the students' perception toward English pre-service teacher competence including pedagogical, personal, and social competence. The result of this research showed that the majority of participants gave positive responses toward all statements about the representation of English pre-service teacher's competencies at SMP N 7 Jambi.

The third, the research that had been conducted by Riswan Irwandi (2018) entitled *"Exploring Students' Perception toward Pre-service Teachers' Teaching Competence".* This research was aimed to know English pre-service teachers' competence of UIN Antasari Banjarmasin based on students' perception on English subject in teaching practice. The result of this research showed that most students of senior high school in Banjarmasin perceive that the competence of English pre-service teachers of UIN Antasari Banjarmasin is in good category; in detail: pedagogic competence is 79.18%, personality

competence is (82.6%), social competence is (79.85%) and professional competence is (79.6%).

The last, the research that had been conducted by Faridatul Muktar (2020) entitled *"Teachers and Students' Perception of MAN 3 Tulungagung towards Internship Students of IAIN Tulungagung in Teaching English".* This study was aimed to know about the teachers and students' perception toward internship students during teaching English in class. The result of this research showed that all the respondents gave a positive perception toward internship students.

Based on the previous study above are similar to the research that the researcher conduct in the perception aspect. The differences of this research from the previous study are the object of the researcher and the condition of learning. In this case, the object of the research is the students of MTs Negeri 2 Tulungagung and the condition of learning is online learning in the pandemic era. So, it is different with the previous study.