

PENINGKATAN THINKING SKILLS SEBAGAI UPAYA KESIAPAN GURU BERKUALITAS MELALUI PRAKTIK PENGALAMAN LAPANGAN

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Abstract: Improvement of Thinking Skills As An Effort Quality Teacher Readiness Through The Field Experience Practice. The purpose of this study is to describe the improvement of *thinking skills* as an effort to improve adequate competence so that they become quality teachers through the practice of field experience. The scope of this research is as a form of implementation of Teacher Profesional Education (TPE) in the position of 2019 majoring in Fashion Management organized by the State University of Malang. The place for implementing Field Experience Practices (FEP) in partner schools is Vocational High School 5 Malang. Data collection uses quantitative and qualitative data mixing strategies, with sequential explanatory methods. There is a process assessment and product assessment. The results obtained show good results. An increase in the average value of the Learning Implementation Plan by 7.06 acquisition from 79.07 to 86.13. The implementation of learning also increased by an average of 7.07 gains from 78.97 to 86.04. Assessment of non-teaching activities, involvement in routine activities in schools 86.00. Personality and social competency assessment obtained an average value of 92.33. In conclusion, the FEP influences the improvement of *thinking skills* in the readiness of teachers who have adequate and professional characteristics and competencies for the TFE participants in positions.

Keywords : *thinking skills*, the readiness of qualified teachers, practice field experience

Abstrak: Peningkatan Thinking Skills Sebagai Upaya Kesiapan Guru Berkualitas Melalui Praktik Pengalaman Lapangan. Tujuan penelitian ini untuk mendeskripsikan peningkatan *thinking skills* sebagai upaya meningkatkan kompetensi yang memadai sehingga mereka menjadi guru berkualitas melalui praktik pengalaman lapangan (PPL). Ruang lingkup penelitian ini sebagai bentuk implementasi Pendidikan Profesi Guru (PPG) dalam jabatan 2019 jurusan Tata Busana yang diselenggarakan Universitas Negeri Malang. Tempat pelaksanaan PPL di sekolah mitra yaitu SMKN 5 Malang. Pengumpulan data menggunakan strategi *mixing* data kuantitatif dan kualitatif, dengan metode eksplanatoris sekuensial. Ada penilaian proses dan penilaian produk. Hasil yang diperoleh menunjukkan hasil yang baik. Terjadi peningkatan rata-rata nilai RPP sebesar 7.06 perolehan dari 79,07 menjadi 86,13. Pelaksanaan pembelajaran juga meningkat rata-rata 7,07 perolehan dari 78,97 menjadi 86,04. Penilaian kegiatan non-mengajar, keterlibatan dalam kegiatan rutin di sekolah 86,00. Penilaian kepribadian dan kompetensi sosial diperoleh nilai rata-rata 92,33. Kesimpulan, PPL berpengaruh terhadap peningkatan *thinking skills* dalam kesiapan guru yang memiliki karakteristik dan kompetensi yang memadai secara profesional dan berkualitas bagi para peserta PPG Daljab.

Kata kunci: *thinking skills*, kesiapan guru yang berkualitas, praktik pengalaman lapangan

INTRODUCTION

Human resource development is an important thing in supporting national development, one of which can be done through education. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students

actively develop their potential. Law Number 20 of 2003 concerning the national education system article 3 states that the aim of national education is to develop the potential of students to become people who believe in and have faith in God Almighty, have good morality, be healthy, have good knowledge, be capable,

capable, creative, independent and be a democratic and responsible citizen. Educational development by increasing its human resources, namely qualified, personal, democratic, and open educators. The quality of educators is a determinant of the success of education development in Indonesia. The educator in this case is a teacher, who has a fundamental role in the learning process with students. The teacher as a teacher or educator is one of the determining factors for the success of any educational effort. Educational efforts in improving the quality of human resources always lead to the teacher factor. Qualified teachers will produce quality human resources as well.

Teachers as elements of the education system play an important role in directing the quality of the educational wheel. School quality and teaching quality are functions of teacher quality. From a number of studies, it was concluded that one of the important elements that gives a big influence on effective schools is quality teachers. In addition, teachers are also the most influential component in creating quality educational processes and outcomes (Jatirahayu, W. 2013). Improvements in the quality of education must originate from teachers and lead to teachers. Efforts to improve the quality of education will not make any contribution without the support of professional and qualified teachers (Mulyasa, 2010). Along with the development of the times, teachers are required to be better able to develop students' abilities independently. But in reality there are still many applications of conventional methods that are not combined with other methods that are more interesting. The text book learning model is still widely applied, where students are not accustomed to constructing themselves based on prior knowledge. Conditions like this cause low *thinking skills* that are part of the concept of life skills. This is a reflection of the relatively low quality of teachers, making it difficult to improve the quality and quality of education.

Seeing this fact, in order to overcome the problem of low quality teachers, prospective

teachers must be thoroughly prepared in order to have adequate capacity for *thinking skills*. In general readiness (readiness) is a person's willingness to do something. Teacher readiness in the learning process is also needed in carry out the process of learning and learning in school. The teacher must deliver material with interesting, creative, innovative, fun and accompanied by a varied learning methodology. With preparation the good teacher will be active in learning activities especially in achieving success in the teaching and learning process (Larien, 2013).

There are 3 factors that can affect readiness, namely physiological factors, psychological factors, and experience factors (Praditiliana & Fieka, 2012). What is meant by experience here is experience and field skills in partner schools Field Experience Practices (FEP). One form of implementation of the Teacher Professional Education (TPE) in position which supports to shape the readiness to become a teacher is the Field Experience Practices (FEP). This is supported by another opinion stating that in every teacher education program, it is necessary to hold teacher training practices that are packaged in Field Experience Practices (Hashoma, A.H., 2014).

To prepare prospective teacher candidates who have or fully master integrated teacher skills, the application of FEP is expected to improve *thinking skills* so that they can carry out their duties and responsibilities in a professional and quality manner. The results of the research showed that the practice of field experience contributed to the readiness to become a professional teacher, giving an effect of 15.44% (Yulianto, A. & Khafid, M., 2016). This is also supported by the results of research stating there is a positive influence between the practice of field experience and the readiness to be a teacher (Novitasari & Fitria, 2013)

Based on the background description above, and from the results of previous research, related to the readiness of participants in the Field Experience Practices - Teacher Professional Education (TPE) in the Position of 2019 this research article entitled "*Improving*

Thinking Skills As An Effort Quality Teacher's Readiness Through The Field Experience Practice"

METHOD

The method used in this research is the Sequential Exploratory method, which is a mixed method, which is more inclined to the quantitative process. This strategy is applied by the collection and analysis of quantitative data in the first stage followed by the collection and analysis of qualitative data in the second stage which is built on the basis of quantitative initial results. The process of mixing data in this strategy when the initial quantitative results inform the qualitative data collection process. Although these two types of data are separate, they are still related (Creswell, J.W., 2013)

The application in this study, explains the variables and the relationship between one variable with another variable. Collecting data based on measurements of symptoms that occur in responden, in this case an assessment of the practitioner.

RESULT AND DISCUSSION

Field Experience Practices (FEP) - Teacher Professional Education (TPE) in Position at Vocational High School 5 Malang, the stages of implementation in this case are based on guidance from the Center for Work Practice Development and Field Experience, Educational and Learning Development Institutions of Malang State University, organized as follows: (1) FEP-TPE system; (2) FEP activities in schools. FEP-TPE system in question, FEP-TPE is organized within the framework of Lesson Study as a reflective action for participants with sustainable, structured, and relevant principles for learning tools. Besides FEP-TPE also applies the clinical supervision approach as a form of professional guidance provided to participants in accordance with their needs to improve professionalism as a teacher.

FEP activities in the school include: (a) field observation and orientation; (b) teaching

practices : guided teaching practices and independent teaching practices (observed by Tutor Lecturer, Tutor Teacher, and where possible include peers (*Open Lesson*); (c) development of personal and social competencies; (d) carrying out school management activities; (e) make a report. Observation activities include: (a) observing the teaching practices of the tutor; (b) conducting a review of the learning tools that have been developed at the Workshop; (c) aligning the learning device with the classroom conditions that will be the place of practice. Orientation activities include: (a) Management of education in schools by the principal; (b) Extra-curricular activities and other non-academic activities in the school by the FEP coordinator teacher; (c) other material arranged by the school.

Learning Practical Activities include: (a) consulting the tutor for each learning tool that will be used; (b) conducting teaching practices accompanied by a tutor teacher/tutor; (c) observing teaching practices by peers; (d) conducting joint reflection discussions peers who become observers at every time teaching practice is carried out; (e) draw lessons learned from every learning practice that is done/observed; (f) carry out lesson study as a model teacher at least 2 meetings. Non-Learning activities during FEP include: (a) school education management; (b) school picket; (c) participating in extracurricular activities (scouting, arts, sports, etc.); (d) handling students' learning difficulties; (e) and others according to school conditions. While the activities of making FEP reports, include: (a) learning practice activities (field observation and orientation, and learning practices); (b) non-learning activities (handling student learning difficulties, extra-curricular activities, and school management)

FEP assessment consists of 2 types of assessment, namely process assessment and product evaluation. The assessment process includes: (a) learning practices; (b) school and extra-curricular management activities; (c) social and personality. Product assessments

include: (a) learning tools); (b) FEP reports. To guarantee the quality of TPE graduates, Government Regulation Number 74 of 2008 was perfected by Government Regulation Number 19 of 2017, article 9 Paragraphs (2) and (3) states that TPE ends with an educator competency test, which consists of a written test covering knowledge called *Knowledge Test (KT)* and *Performance Test (PT)*.

The results obtained in the implementation of FEP-TPE in the 2019 position majoring in fashion:

Table 1: Assessment of Lesson Plan Implementation (LPI)

Number	Practitioner (P)	LPI first	LPI second	LPI third	LPI fourth	LPI fifth	LPI sixth
1	P1	79,89	89,41	90,00	90,58	90,58	91,17
2	P2	79,85	87,05	87,05	90,58	87,64	90,58
3	P3	78,92	86,47	80,00	80,00	85,29	86,47
4	P4	78,85	84,11	82,35	80,00	82,35	82,35
5	P5	78,72	80,58	81,76	82,35	81,76	82,35
6	P6	78,23	79,41	78,82	80,00	80,00	80,58

Table 2: Assessment of Learning Implementation (L I)

Number	Practitioner (P)	L I first	L I second	L I third	L I fourth	L I fifth	L I sixth
1	P1	79,85	88,88	89,44	91,11	91,11	91,66
2	P2	79,44	86,66	87,77	90,55	87,77	88,23
3	P3	79,41	86,66	81,66	78,88	86,66	82,22
4	P4	78,88	81,11	82,77	82,77	82,77	82,22
5	P5	78,88	81,66	82,77	81,11	81,66	83,88
6	P6	77,77	80,00	78,88	79,44	80,00	81,11



Figure 1. Obtaining an average value of FEP, Learning Implementation, Non-Teaching, and Personality & Social

Based on the level in the assessment, data collection in this study is classified as quantitative descriptive and explanatory methods, namely methods that explain the variables studied and the relationship between one variable with another variable (Furchan, A., 2011). In this case the variable in question is the relationship between increasing thinking skills towards the implementation of FEP as an effort to improve sufficient competence for readiness to become a qualified teacher. The collection of facts based on the measurement of symptoms that occur in self-respect, namely the assessment of respondents, in this case the practitioner.

The data above shows that the results obtained by the practitioners / FEP- TPE participants in the Phase III Position of 2019 showed good results (satisfying). An increase in the average acquisition value of the Lesson Plan Implementation from 79.07 to 86.13. The implementation of learning also increased the average value from 78.97 to 86.04. Likewise, for the assessment of non-teaching activities, involvement in routine activities in schools was on average good, which was 86.00. While the average personality and social competency assessment was very satisfying at 92.33. The achievement of these values shows that increasing thinking skills in readiness to become qualified teachers can be applied by FEP-TPE participants in their positions.

The results of the analysis of TPE participants in positions held by the State University of Malang showed that the field practice variable had a positive and significant effect on readiness to become a qualified teacher. This means that the better the practice experience in the field by TPE participants, the higher the readiness to become a qualified teacher. And vice versa the worse the practice of field experience, the lower the readiness to become a qualified teacher.

Thinking Skills

Learning oriented towards the development of thinking skills has been carried out since the 1980s. Some of the initiators of the concept of thinking skills include Matthew Lipman, Reuven Feuerstein and Edward de Bono. Matthew Lipman developed the "*Philosophy for Children*" program to help young people be able to think for themselves (*to think for them selves*). Reuvan Feuerstein developed *Instrumental Enrichment* as a set of instruments that are useful in improving one's thinking abilities. While Edward de Bono succeeded in developing "*Brain-based approaches*" as a learning approach oriented to improving the ability of the brain in thinking

Many education experts put limits on the understanding of thinking skills. Some of them Ruggiero states, that thinking is a mental activity to find answers and make the answers become more qualified. Another opinion says critical thinking skills is a skill to analyze complex situations with using objectivity and consistency as standard Meanwhile Creative thinking skills are the ability to answer problems based on data / information available in various kinds alternative answers. The answer given shows originality, flexibility, fluency, and collaboration (Anjarsari, P., 2014) Critical thinking has been recognized as one of the most important thinking skills and one of the most important indicators of student learning quality. In order to develop successful critical thinkers, critical thinking must be incorporated into the curriculum content and teaching approaches and sequenced at all grade levels (Alsaleh, N.J., 2020). According to Drew, C. that thinking skills are mental processes used to solve problems, make logical choices, make intelligent decisions and develop values (<http://helpfulprofessor.com/about/>). The above definition emphasizes that thinking skills are a person's ability to utilize their mental abilities to solve various problems in real life.

Quoting from a book "*Techniques for Teaching Thinking*" that the curriculum must be arranged and ordered according to the level of

child development. In addition it prepares teachers to create classroom conditions and applies curriculum to develop thinking skills (Costa, A. & Lowery, L.F., 2016). Furthermore, it is explained in a paper which aims to encourage students to become critical thinkers. The results show that their critical thinking skills range from low to moderate. Thus teaching and learning strategies that emphasize student centering must be adopted to stimulate student thinking by encouraging critical and creative thinking and building new knowledge (Fadhullah, A. & Ahmad, N., 2017).

The application of *thinking skills* in learning can be demonstrated with the results of research which explains the importance of critical thinking skills in the educational process. Developing the ability to think critically is an important element for modern education approaches and models (Karakoc, M., 2016). While other research results prove that there are differences in critical thinking skills in different learning models. The highest skills in critical thinking achieved by students are given a scientific inquiry model combined with a mind map in their learning. There are also differences in critical thinking skills between male and female students (Fuad, N.M., Zubaidah, S., Mahanal, S. & Suarsini, E., 2017)

Basic references in designing learning processes that empower students' critical thinking skills, indicated by the results of research that the three predictor variables, namely concept mastery, academic ability, and analytical ability can make effective contributions to students' critical thinking skills, with percentages of 3.84%, 32.25%, and 54.26%, respectively (Permana, T.I., et al., 2017)

Thinking skills lessons must be part of the curriculum if students want to solve problems individually, cooperatively and creatively. Teachers on the other hand must be conversant with techniques that are relevant to those needed to teach higher thinking. An in-depth review of the literature reveals that teachers are faced with the problem of how to prepare and teach high-level thinking skills in design

education and technology. As in the article "*Strategies for improving higher order thinking skills in teaching and learning of design and technology education*" (2015).

The development and application of higher order thinking skills (HOT) can be demonstrated in the research cited in the article "*Higher Order Thinking Skills among Secondary School Students in Science Learning*" (2015). The purpose of this study is to improve higher order thinking skills. Higher-order thinking tests were developed based on Bloom's Taxonomy from the cognitive domain. The results revealed that there was no significant difference between the level of thinking skills at a higher level with gender ($p > 0.05$).

Qualified Teacher Readiness

Readiness is the most important thing and must be considered when someone does something, for example to teach. Many factors affect the readiness to become a teacher. Factors of teaching readiness are internal and external factors. Internal factors include health, intelligence, interests, and talents. While external factors include family, school, and society (Slameto, 2010).

In addition, teacher readiness is also influenced by interests in the teaching profession. Interest is a motivational factor that influences a person's willingness to make or make choices in a job. Interest is a feeling of preference and a sense of interest in something. There is an interest, making students earnest in learning teacher theory and in the end will be ready to carry out their duties as a teacher. Students who have more interest in becoming teachers will be better prepared to become teachers compared to other students whose interests are low or even have no interest in becoming teachers. Another opinion says interest is a combination of desire and the will that can develop. Interest as part of motivation or readiness bring behavior in a certain direction or purpose (Iskandarwasid & Sunendar, D., 2011)

Research related to teacher readiness, school readiness, is research with the aim of examining the quality of teacher interaction at the beginning of the school year as a potential moderating factor in the relationship between changes in interaction quality and changes in children's school readiness skills throughout academic years. The sample in this study was 269 preschool teachers and 1179 children from low income backgrounds. Overall, the improvement in the quality of teacher-child interaction throughout the year was not significantly related to the development of children's skills. This finding proves the need to consider the initial level of teacher quality and how much they have changed throughout the year in understanding the relationship between the quality of teacher-child interaction and the development of children's skills (Goble,P., Sandilos, L.E.,& Pianta, R.C., 2019).

Similar studies are shown in an article titled "Understanding how children's involvement and teacher interaction combine to predict school readiness". The article describes research by examining the quality of pre-school classroom experiences through a combination of patterns of children's involvement and the quality of teacher interaction associated with improving school preparedness skills. The results show that when teachers engage in highly responsive interactions among children in their classrooms, children can develop school readiness skills. Therefore, the quality of teachers is very necessary in improving the skills of children in school (Williford, A.P.,et.al., 2013)

The research stated that educational reforms over the past decade have led to a more inclusive environment for students with different needs, and have made demands about the readiness of teachers to teach diverse students in the general classroom. Previous research has ensured that student achievement correlates with teacher quality and teacher efficacy beliefs. The results showed that special education teachers had higher teacher efficacy beliefs than mathematics subjects. Teacher experience, certification, or gender does not

affect teacher efficacy beliefs. In addition, special education teachers have moderate knowledge of mathematics (Ekstam, U., et.al., 2018)

Another article that analyzes the quality of teachers and teacher readiness, such as *"Information of future pre-school teachers' readiness to work in the conditions of educational inclusion."* The article explains, among other things, that pre-school teacher training to work in conditions of educational inclusion is an important determinant of success in the educational process in new environments and student socialization. The strategic direction in resolving this problem is testing the complex pedagogical conditions of future teacher readiness, namely the formation of inclusive readiness at the stage of forming professional thinking and professional competence of a teacher. The experimental rationale is to carry out educational programs for future pre-school teacher training in the formation of inclusive readiness and the need to ensure teacher quality (Biktagirova, G.& Khitryuk, V., 2016).

This is supported by the results of the study, the initial findings indicate that the teacher education program has prepared participants with subject matter content. Despite this, disciplinary action, knowledge about school management needs to be improved. This is to ensure that the teacher education program provided will be able to produce qualified training participants who are able to meet the demands of teaching and learning in the classroom in the 21st century (Rahman Abdul, S.B., et.al., 2011)

Qualified teachers namely teachers who have characteristics: (1) developing learning resources, (2) creating conducive classes, (3) creating interactive classes, (4) implementing quiz techniques, (5) utilizing learning media, (6) developing learning media, (7) utilizing learning resources, (8) utilizing the potential of the school environment as a source of learning, (9) choosing motivational strategies, (10) guiding students to work, (11) creating a competitive classroom atmosphere, (12)

conducting discussions and collaborations among colleagues, (13) conducting discussions and collaborations in professional organizations, (14) being active and productive, (15) developing material, (16) conducting research.

To achieve quality teachers, teachers also need to be equipped with a variety of knowledge, skills and expertise in accordance with competencies. Efforts made by school principals, teachers, and the government in improving the quality of teachers include; (1) increase teacher wages and salaries, (2) reduce the burden on teachers from administrative tasks that are very time-consuming, (3) training and facilities, (4) standardization of teacher competencies, (4) Law on Teachers and Lecturers, (5) welfare, (6) ethics, (7) technology, (8) self-development.

Field Experience Practices

Field Experience Practices (FEP) are a series of activities programmed for prospective teacher students which include teaching and non-teaching exercises as a means to form and foster professional competencies required by the work of teachers or other education (Hamalik, O., 2010). Another statement explains that the Field Experience Practices (FEP) are designed to prepare prospective teachers to have or fully master teacher skills, after becoming teachers, they can carry out their duties and responsibilities professionally.

This statement is supported by research written in his article entitled *"Mind the gap. Combining theory and practice in the field of experience"*. The article describes a collegial case study conducted at a university in Finland during its field experience in elementary school teacher education programs. The purpose of this study is to combine theory and practice in field experience, to develop teachers' understanding of the curriculum, and improve their understanding of language skills development when working with children. The results show that the theory-based approach and collegial supervision can add extra value to supervision. Students' teachers become aware

of the various levels of curriculum and their meaning in the teacher planning process. They also gained a more comprehensive understanding of the possibility of elementary school teachers to develop children's language skills every day and in all subjects (Turunen, T.A., & Tuovila, S., 2012).

Teaching performance for prospective teachers is the culmination point of lectures (workshops) which is influenced by the mastery of theoretical provisions and various training results in various academic activities. Performance is expected to be able to show what students can do. Teacher performance measures can be seen from the sense of responsibility to carry out the mandate, the profession carried out, the sense of moral responsibility on his shoulders. All of this will be seen in his obedience and loyalty in carrying out his teacher's tasks in the classroom and his educational assignments outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process (Darmadi, 2010).

Indicators of teacher performance in carrying out the main tasks of teaching, are: (1) understanding of learning strategies; (2) skills in managing classes; (3) ability to carry out classroom action research; (4) achievement motivation; (5) discipline; (6) professional commitment; (7) time management skills. This is supported by the results of another study that personality competence has a significant effect on teacher performance. In addition, social competence consisting of communication and work environment has a positive effect on teacher performance. Good vertical, horizontal, informal, and non-formal communication can improve the ability of teachers in managing teaching and learning processes (Wibowo, 2013).

The results of other studies indicate that social competence and personality competence have a positive and significant influence on the performance of prospective teachers in carrying out Field Experience Practices. The results showed social competence with a

significance level of 0.021 and personality competence with a significance level of 0.014). This proves that students in carrying out Field Experience Practices are able to present themselves as adults, be honest, have good character, and act in accordance with applicable norms so as to encourage their performance (Hapsari, P. & Widyaningrum, 2013).

From the description above, that the implementation of the Field Experience Practice is expected to be an effort to build and develop the ability of prospective teacher students in this case social competence and personality in order to realize quality education.

CONCLUSION

Based on the above discussion the results of the study can be concluded as follows: (1) That increasing *thinking skills* can improve competence in implementing learning, which is indicated by increasing the acquisition of average competency scores, in order to prepare to become qualified teachers; (2) Qualified teachers are teachers who have adequate characteristics and competencies so that they can carry out their duties and responsibilities in a professional and quality manner; (3) Field Experience Practices influence the improvement of *thinking skills* in the preparation of qualified teachers for Teacher Professional Education participants in positions.

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