



Teaching Practice Program in College of Education – Creativity, Emotional Intelligence and Locus of Control

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Abstract: This study aims to analyze the ability of prospective teachers to prepare themselves to become real teachers through creativity, emotional intelligence, and locus of control. The approach used in this research was quantitative research with a survey model research design with a population of 755 and a sample of 261 economic education students who have completed the teaching practice program. Exploratory factor analysis, confirmatory factor analysis, and a structural equation model were used to evaluate the data. The study's findings included the following: first, aspiring teachers were innovative in their use of and development of original learning methods, models, and media so that they are easily understood by students and can be used by future teachers to teach correctly, effectively, and efficiently to boost student motivation. Second, prospective teachers could maximize their potential with mature emotional intelligence when teaching practice programs. Third, the embodiment of confidence about the self-efficacy of future teachers in implementing teaching practice programs caused their potential to increase so that they could be channeled properly, as evidenced when interacting with students in delivering subject matter at school. The results of this study confirm that overall, the six hypotheses have a positive and significant effect; through teaching and learning activities and other teacher responsibilities at higher education schools, prospective instructors can demonstrate their performance in realistic scenarios.

Article History

Received: 15-11-2022

Revised: 22-12-2022

Accepted: 24-01-2023

Published: 16-03-2023

Key Words:

Teaching Practice Program; Creativity; Emotional Intelligence; Locus of Control.

How to Cite: Hutabarat, Z., Riady, Y., Amral, S., Sumiharti, S., Susanti, H., Saputra, T., Affrian, R., & Taufan, A. (2023). Teaching Practice Program in College of Education – Creativity, Emotional Intelligence and Locus of Control. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(1), 244-257. doi:<https://doi.org/10.33394/jk.v9i1.6416>



<https://doi.org/10.33394/jk.v9i1.6416>

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Introduction

The primary responsibilities of teachers include educating, instructing, directing, training, evaluating, and assessing students. In order to fulfill these primary responsibilities, teachers must possess pedagogical competence, professional competence, social competence, and personality competence (Nadiroh, 2015). Teachers need to have pedagogic competence, which is the capacity to comprehend pupils, organize and carry out the instruction, assess learning outcomes and maximize students' potential (Mulyani et al., 2019) and (Rosmiati, 2016).

The readiness of prospective teachers is needed so that learning can be carried out correctly and the learning objectives that have been set can be achieved (Arief & ., 2015). An individual's level of readiness determines whether or not he is prepared to react or behave in a particular way to a scenario (Utami, 2015) (Muyasaroh et al., 2013). It emphasizes that a teacher will be ready to teach if he has competencies that must be mastered by student-teacher candidates (Saputra et al., 2021). Before implementing a teaching practice program, prospective teachers need to prepare for all conditions: mental, physical, social, and

Jurnal Kependidikan Vol. 9, No. 1 (March 2023)



emotional so that they can carry out learning tasks in any situation; in other words, prospective teachers must have the competence and make readiness before implementing a teaching practice program at school (Ningsih et al., 2013) and (Betzael et al., 2022).

One of the competencies that must be prepared and must be owned by prospective teachers in teaching practice programs is basic teaching skills for future teacher students (Aglazor, 2017). The teaching practice program is an activity program that must be carried out by prospective teachers (Mohamad et al., 2017). The teaching practice program is a set of activities designed for students majoring in education, particularly economics education, and it includes teaching practice and training outside of the classroom as a venue for developing and fostering the professional competencies necessary to become qualified and professional teachers (Faridah et al., 2017). The goal is for aspiring teachers to possess the information, abilities, beliefs, and behavior patterns required for their line of work and to be competent and suitable in using them in the management of education and teaching, both within and outside of the classroom (Abraham, 2018) and (Maipita & Mutiara, 2018).

One of the fundamental teaching skills is the ability to guide, direct, and develop students in learning to achieve educational goals that have been determined in an integrated manner. It is related to all aspects of the teacher's abilities that are closely related to various tasks performed by the teacher (Harjasujana, 2006). Also, the techniques followed throughout the teaching practice program at the school as well as the fundamental teaching abilities of future teachers, must be clearly defined (Gebretinsae & Karvinen, 2018). When it comes to the fundamental teaching techniques that aspiring educators must master, such as the ability to guide small group discussions, carry out variations, provide reinforcement, explain concepts, open and close learning, manage classes, and instruct both small groups and one-on-one students (Nadiroh, 2015). Educational institutions and academic staff at universities must adequately prepare future teacher students before lectures and give them opportunities to conduct teaching practice programs in schools by encouraging creativity, boosting emotional intelligence, and exercising self-control. This is due to the competencies that prospective teachers must master in carrying out learning (Anderson et al., 2001), (McMahon, 2009), (Yildirim & Ozkahraman, 2011), (Ulger, 2018), (McCready et al., 2017), and (Certel, 2014).

Researchers have discovered that creativity in learning is essential in this issue, and new ones must always be made available along with societal changes and technological advancements (Saremi & Bahdori, 2015). Students participating in teaching practice programs must consider how to use, comprehend, and create learning material to the fullest of their creative ability (Seechaliao, 2017). Hence, future educators must be able to lead change in order to improve human resources for developing student abilities, facilitating learning in more innovative ways, and forming children's character (Rastgoo, 2017).

A potential teacher's capacity to intelligently handle his emotional life is a problem that has to be addressed in order to preserve emotional alignment and expression. It may be done by developing self-awareness, self-control, self-motivation, empathy, and social skills (Meeks, 2017) and (Whitehurst, 2016). In this case, in carrying out teaching practice programs, emotional intelligence in every action of prospective teacher students is very important in reflecting personality, which can be said as an example to children (Suratno & Hutabarat, 2018).

The locus of control as a whole, including the internal locus of control and the external locus of control, is the mediating variable that affects input and output between variables in the participation theory that the researchers described above (Smith et al., 2014). Where prospective teachers are one of the personalities whether or not a person can control



themselves in a teaching practice program (Certel, 2014). It is due to the competency qualifications of prospective teachers who must continue to be addressed by more modern developments (Burrell, 1994). Students will continue to feel suitable and prepared to become qualified and professional instructors since the locus of control also develops teacher candidates' confidence (Rinn et al., 2014).

It is impacted by two external factors, one mediating variable, and one endogenous variable together with its indicators in the teaching practice program activities, namely: One of the factors derived from the activities of the teaching practice program used to prepare future teachers is creativity (Mirzaee & Rahimi, 2017). As a reliable teacher candidate, it can be seen in emotional intelligence (input) in preparing to become a prospective teacher (outcome) (Wen, 2020). In some literature reviews, researchers have explained these variables, but there is still one variable that mediates influencing the input and outcome is the locus of control. The prospective teacher is one of the personality factors, which is described as an individual's belief in whether or not a person can control one's fate via occurrences. The locus of control in this study as a whole is characterized as an internal locus of control and an external locus of control. His life's events are in his hands (Ivancevich M.Joha, 2014). This is due to the fact that the growth of a more contemporary period must continue to address the qualifications of teacher skills. Since the locus of control also contributes to prospective teachers' increased confidence in their ability and readiness to become knowledgeable and responsible instructors (Spoettl & T tlys, 2020) and (Borisenkov et al., 2020).

Because the presence of a teacher is a prerequisite for learning and teaching practice programs play a crucial role in schools, the need for prospective instructors in the field of education is quite essential (Keguruan et al., 2022) and (Levin & He, 2008).). As the function of the teacher will be highly significant, student teacher candidates must increase their professionalism and competency to become competent and professional instructors (Straková, 2015) and (Cordes, F., & Stacey, 2017).

Putting a teaching practice program into place in schools is not simple. Learning practices that support children's growth are necessary for potential teacher students since they also have an impact on children's perspectives, character, and the products they will make in response to societal change (Yusof et al., 2018), (Ramadiani et al., 2020) and (Slusareva et al., 2019).

Via these study variables, teaching practice programs, creativity, emotional intelligence, and locus of control contribute three contributions to applied research, including 1) The teaching practice program must be well-designed so that aspiring instructors may prepare before teaching so that students' fundamental teaching abilities are improved; 2) Prior to the introduction of teaching practice programs in schools, the importance of the fundamental creativity of teaching potential instructors is prepared from the very beginning of the lecture; 3) Prospective teachers should be given a chance to strengthen their emotional intelligence by participating in teaching practice programs in schools under the supervision of tutors and supervisors; 4) It is necessary to create a locus of control in order to sharpen and enhance the fundamental teaching abilities to aspire teachers in schools in order for them to become competent and qualified future educators.

Research Method

The approach used in this study is a quantitative research design using a survey model. This strategy's key benefit is that it aids in the analysis of how creativity, emotional intelligence, locus of control, and teaching practice programs operate; thus, we developed the following study model framework:

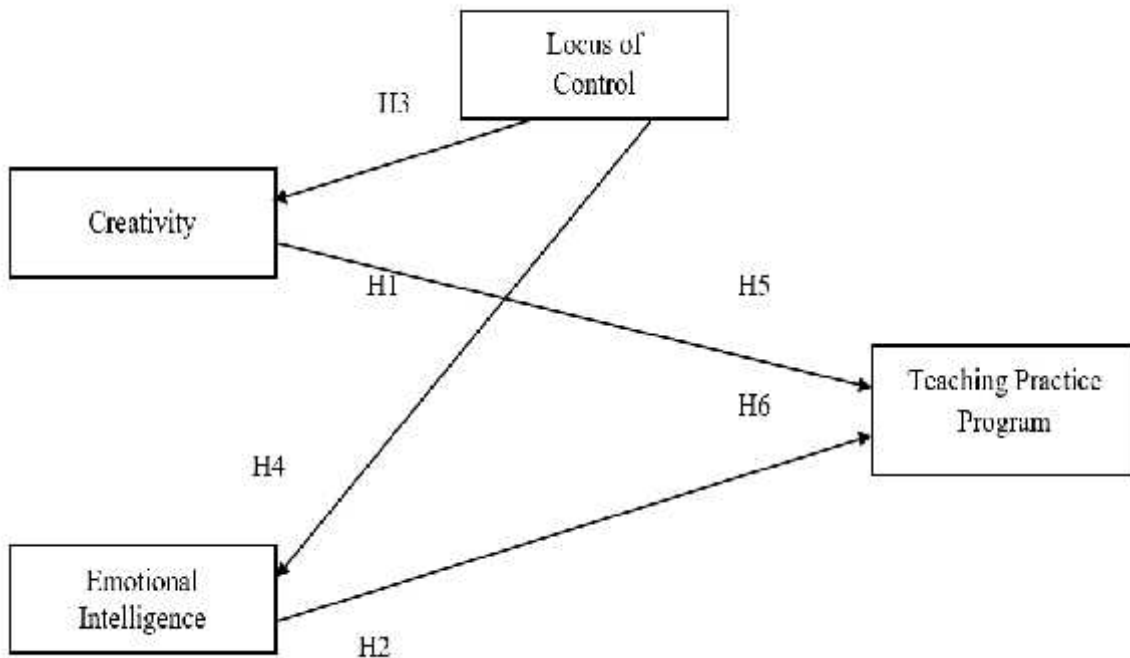


Figure 1. Research Framework

Seven hypotheses were used in this study's quantitative technique of explanation. The positivist research approach, the quantitative research method, was used to study specific populations or groups (Straits, 2006). This study used a survey approach to gather data from a sample of people through their answers to questions (Check, J. W., & Schutt, 2011). In order to gather precise information, the respondents were asked to complete a questionnaire comprising several indicators that were then transformed into structured statements. It included processing the study's data.

In addition to gathering data, researchers also employed sampling strategies from a variety of demographics. A population is a collection of people who share certain traits (Creswell, 2011). Even the sample is drawn from the entire population and subjected to certain restrictions (Mahmud, 2018). The population was chosen for this study comprised students who had participated in teaching practical experience program activities. These students came from three campuses in the province of Jambi: Jambi University (UNJA), Batanghari Jambi University (UNBARI), and Bangko College of Teacher Training and Education. In total, 755 students participated in these activities (STKIP Bangko). The Slovin formula, which is assumed to reflect the total population, and the typical research error rate of 1%, 5% 10% were used to determine the sample size for this study (Kriyantono, 2010). The sample size for this study was 261 respondents. Employ a Likert scale that is precisely defined and arranged per the criteria established by the researcher (Kriyantono, 2010). A Likert-type scale with five points, from "strongly disagree" (1) to "strongly agree," was used to evaluate each measurement scale (5). 261 aspiring teachers who had participated in program activities for practical teaching experience received questionnaires.

The researcher developed an instrument through a questionnaire designed to assess the creativity of emotional intelligence, locus of control, and teaching practice programs in problem-solving so that they are more accurate with various indicators. It was done using the data collection technique from multiple respondents through multiple item statements to answer indications such as:

Table 1. Questionnaires, Indicators, and Research Statement Items

No	Questionnaire	Indicators	Statement
1	Creativity (Hamzah B. Uno dan Nurdin Muhammad, 2011)	a) Creativity on cognitive development, b) Creativity on mental health, and c) Creativity on aesthetic development	18 Items
2	Emotional intelligence (Goleman, 2015)	a) Self-awareness, b) Self-regulation, c) Motivation, d) Recognizing the emotions of others, and e) Social skills	20 Items
3	Locus of control (Ghufron & Risnawita, 2017)	a) Internal factors, and b) External factors	16 Items
4	Teaching Practice Program (Peraturan Rektor Universitas Negeri Malang Nomor 24 Tahun 2020, n.d.). (Bukaliya Rupande, 2013), (Suharsini Arikunto, 2013), dan (Yanto, H., Mula, J. M., & Kavanagh, 2011)	a) Internship orientation, and b) Internship engagement	16 Items

Data analysis activities were carried out by creating research instruments when the necessary research data had been gathered in table 1 above. The instrument was delivered online using the Google form, accessible via cellphones and personal computers. Therefore data were collected using a questionnaire approach. Exploratory factor analysis, confirmatory factor analysis, and structural equation modeling were used in three testing phases to analyze the data. These stages included evaluating the measurement model (outer model) and evaluating the measurement model (inner model). Evaluation of measurement model (outer model) is a measurement model that shows how to manifest variables or observed variables represent latent variables to be measured. Meanwhile, the evaluation of the measurement model (inner model) is to show the strength of estimation between latent and construct variables (Latan, 2015).

Results and Discussion

The teaching practice program is one of the graduation requirements for prospective teacher students in educational study programs at universities, which is the objective of this research. As a student teacher candidate, it is essential to use the teaching practice program to support the learning process after graduating. It includes using patterns of thought and developing creative ideas, adding knowledge in emotional intelligence, and being prepared to maintain control under all circumstances. To advance the next generation of leaders while competing in their field. This work used the structural equation modeling (SEM) methodology and the SmartPLS 3.29 program to evaluate the hypothesis. The test results for our study plan model are displayed in Figure 2 below.

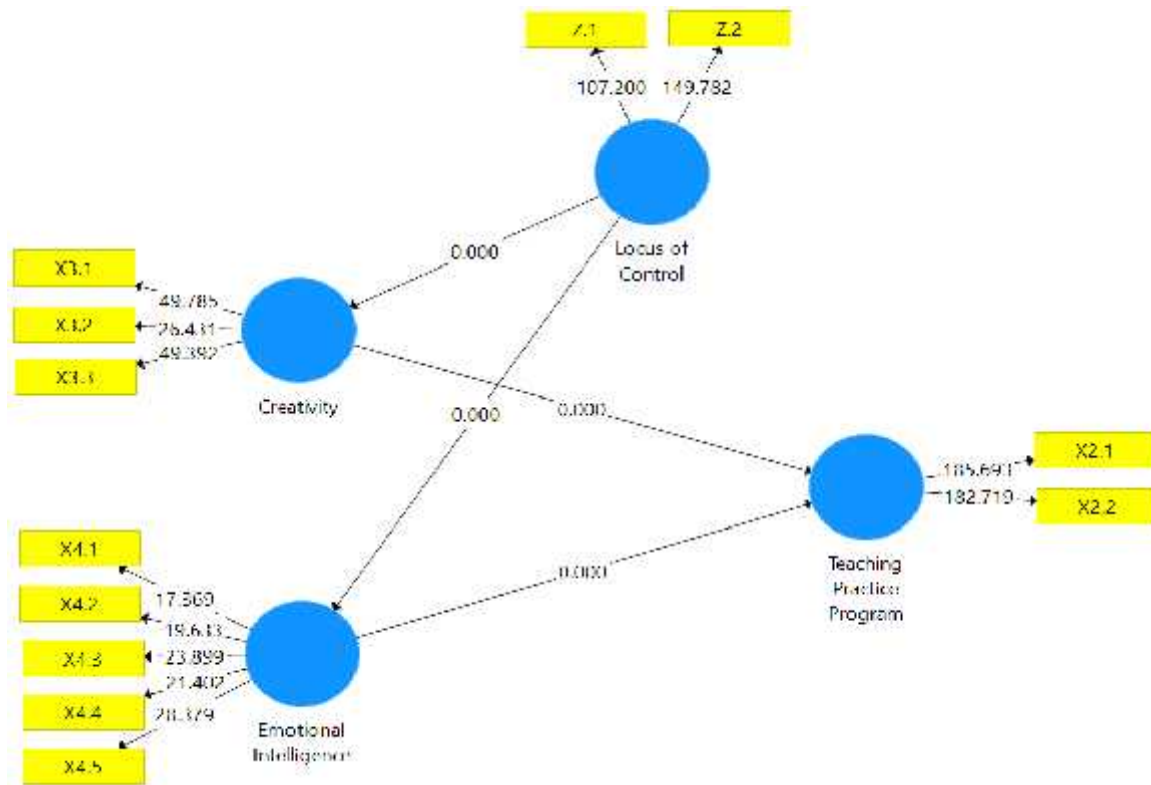


Figure 2. shows the outcomes of the structural equation research model

Figure 2 displays a structured depiction of the six put-to-test hypotheses. Figure 2 above shows how students in the Locus Of Control Economic Education program in the Jambi Province have a mediating role in the impact of creativity and emotional intelligence on teaching practice programs. Additionally, it is demonstrated that every indication is reliable for measuring each external and endogenous variable precisely. The indicators of the study variables are shown in the table below, with the results of the overall factor loading test as follows:

Table 2. Loading Factor Test Results Indicators of Research Variables

Code	Indicator	Loadings
Creativity		
X3.1	Creativity on cognitive development	0,886
X3.2	Creativity on mental health	0,846
X3.3	Creativity for aesthetic development	0,897
Emotional Intelligence		
X4.1	Self-awareness	0,747
X4.2	Self-regulation	0,758
X4.3	Motivation	0,779
X4.4	Recognizing other people's emotions	0,753
X4.5	Social skills	0,775
Locus of Control		
Z.1	Internal factors	0,951
Z.2	External factors	0,953
Teaching Practice Program		
X2.1	Intership orientation	0,966
X2.2	Intership engagement	0,967

We developed a model of teaching for aspiring economics instructors using the findings of our research, and we used SEM-PLS to establish convergent validity. All indicators are judged to be valid if the loading factor value is greater than 0.700. (Chin, 2010). Meanwhile, a number of analyses of how regularly respondents answer to diverse propositions may be used to gauge dependability. Consistency may be assessed by looking at a construct's dependability, which can be done using the Alpha Cronbach statistic. If the constructor variable's Cronbach Alpha value is less than 0.50, it is regarded as dependable (Hair, 2011). The following are the findings of the reliability and validity tests conducted on 261 respondents who were found to fulfill the planned criteria:

Table 3. Results of Reliability and Validity Tests

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Creativity	0,849	0,852	0,909	0,768
Emotional Intelligence	0,820	0,822	0,874	0,582
Lous of Countrol	0,897	0,897	0,951	0,907
Teaching Practice Program	0,929	0,929	0,966	0,934

According to table 3 above, it can be observed that this variable was declared to be reliable and satisfied the standards after a reliability test was conducted on 261 prospective teacher respondents who had participated in experience activities in the teaching practice program. It is possible to examine Cronbach's alpha value for each variable, and the overall dependability is higher than 0.70. The average variance retrieved measures the degree of variation and variety in various manifest variables that latent constructs may support (AVE). This study's average variance extracted (AVE) value is more than 0.50, a trustworthy or accurate sign of convergent validity (Henseler, Ringle, 2009).

The indicators of each exogenous and endogenous variable deemed legitimate may be measured in this study, and the results meet the needed standards with high scores. Additionally, gauging the R-square value's size to assess the model's viability. R-square is a metric to assess how well a model's regression line equation works (Chin, 2010). The resulting R-square values may be used to quantify the significance of the impact and the influence of latent variables, especially endogenous latent variables. Table 4 shows the computation of the R-Square value as follows:

Table 4. R2 Calculation Outputs

	R Square	R Square Adjust
Creativity	0,754	0,752
Emotional Intelligence	0,787	0,785
Teaching Practice Program	0,529	0,525

According to table 4 above, originality has an R-Square value of 0.754. As the emotional quotient is 0.787 and the R-Square value is more than 0.70, the model in this study is regarded as "strong." The R-square value of the study's model, which is more than 0.50 and indicates that it has predictive relevance, qualifies it as "moderate." This teaching practice software has an R-Square value of 0.529, which may be used to run more PLS-SEM analysis on the variables. This approach seeks to discover how the variables under study interact by calculating the path coefficient's value.

Resampling is initially done using the bootstrapping approach to examine the impact of each endogenous and exogenous variable. The impact data acquired for each of the seven hypothesized variables are as follows, allowing one to judge the relevance of each one based on the bootstrapping findings that have been completed:

Table 5: Accumulation of Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
Creativity - > Teaching Practice Program	0,496	0,489	0,095	5,237	0,000
Emotional Intelligence - > Teaching Practice Program	0,300	0,309	0,082	3,663	0,000
Lous of Countrol - > Creativity	0,674	0,669	0,054	12,534	0,000
Lous of Countrol - > Emotional Intelligence	0,332	0,333	0,062	3,520	0,003
Lous of Countrol - > Emotional Intelligence - > Teaching Practice Program	0,334	0,327	0,068	4,889	0,000
Lous of Countrol - > Creativity - > Teaching Practice Program	0,210	0,216	0,059	3,533	0,000

The direct and indirect effects between variables are displayed in the table above based on the test result conducted on the seven hypotheses. In light of this, it may be claimed that the model is valid with a significance of less than 0.05 if the path coefficient value is more significant than 1.96 and that it is invalid with a significance of greater than 0.05 if the path coefficient value is less than 1.96 (Latan, 2015). The data collecting results shown in Table 4 indicate that the following is the significance of the link between the constructs:

Results of the first hypothesis (H1) indicate that creativity positively and significantly impacts teaching practice programs. Creativity is created through harmonious work in learning based on three aspects: creativity, taste, and intention. It will produce something new to arouse and instil student confidence to improve their learning achievement. (Utami Munandar, 2002), (Gebretinsae & Karvinen, 2018), and (Senior et al., 2018). According to research findings, prospective teachers can use original and creative learning methods, models, and media strategies along with subject matter that is simple for students to understand in order to teach appropriately, effectively, and efficiently in order to increase student learning motivation (Kiewra & Vaselkack, 2016), (Reich et al., 2018), (Aglazor, 2017), (Kasmaienezhadfar, 2015), and (Tawil et al., 2013). With the creativity of prospective teachers, learning activities in class are more enjoyable for students.

Also, according to the second hypothesis (H2), emotional intelligence positively and significantly impacts teaching practice programs. According to study findings, this hypothesis demonstrates how high emotional intelligence affects how well teaching practice programs are implemented by making a maximum contribution to both the school and the aspiring teacher individually (Dharmayana et al., 2012), (Wingkel, W.S. & Hastuti, 2010), (Mohzan et al., 2013), (Saeid et al., 2010), (Aglazor, 2017), and (Goleman, 2015). With mature emotional intelligence when teaching practice programs, prospective teachers can maximize their potential to become professional and competent teachers.

According to the third hypothesis (H3), lack of control has a positive and substantial impact on creativity. Teaching practice programs with maximum quality results are due to the excellent locus of control that prospective teachers have (J. A Fredericks, 2004), (McCready et al., 2017), (Aldalalah & Gasaymeh, 2020), and (Burrell, 1994). The embodiment of confidence in the self-ability of prospective teachers in carrying out teaching practice



programs causes their potential to increase so that it can be channeled properly, as evidenced when interacting with students while teaching at school.

The results of the fourth hypothesis (H4) show that a lack of control significantly and significantly impacts emotional intelligence. Emotional intelligence and self-control have the maximum impact in implementing teaching practice programs in schools and developing their potential, as evidenced by the excellent implementation directly in delivering material to students and the interaction between prospective teachers and students so that students understand more about doing assignments at school (C. Ashok Kumar, 2016), (Zahed-Babelan & Moenikia, 2010), (Oluseyi Akintunde & Olusegun Olujide, 2018), and (Chiang et al., 2019). So prospective teachers can adapt to any situation and solve school problems quickly and precisely.

With the teaching practice program, the fifth hypothesis claim (H5), the absence of control, has a favorable and substantial impact on emotional intelligence. This trend demonstrates that aspiring teachers perform admirably during the activities of teaching practice programs, much like actual instructors with extensive teaching experience (Margaret et al., 2010), (Levin & He, 2008), and (Adu-Yeboah & Kwaah, 2018). Whereas the adaptation of the attitude of prospective teachers is confident, disciplined in managing time, and responsible for the tasks and obligations assigned at school, future teachers can improve socialization and communicate with supervising lecturers, supervising teachers, and colleagues to facilitate activities during the teaching practice program. (Basak & Ghosh, 2011), (Rinn et al., 2014), and (Labaree, 2000). Of course, the interaction of prospective teachers with various school and campus parties has contributed to the success of teaching practice program activities at schools.

According to the seventh hypothesis (H6), lack of control positively and significantly affects creativity through teaching practice programs. Issues about teachers from time to time seem endless, along with technological developments, as well as prospective teachers who have visible competence in the areas of creativity and locus of control abilities during the teaching practice program in schools in this study, prospective teachers can create learning activities. The atmosphere in the learning process becomes fun in a variety of ways. (Rastgoo, 2017), (Baharuddin, H Wahyuni, 2018), (Smith et al., 2014), (Retnawati et al., 2018) and (Surani, 2019). With this ability, the learning process runs smoothly according to what has been expected.

Conclusion

Overall, the study's findings support the six hypotheses, showing that aspiring teachers may demonstrate their effectiveness in practical settings by engaging in teaching and learning activities and other teacher responsibilities at higher education institutions. Programs for potential teachers to engage in teaching practice are integrated into the educational process in schools. To educate correctly, effectively, and efficiently to boost student motivation, future instructors are creative in using and inventing novel learning approaches, models, and media that are simple enough for students to understand. Prospective teachers can achieve their full potential by demonstrating mature emotional intelligence while participating in teaching practice programs. The embodiment of beliefs about the self-efficacy of prospective teachers in implementing teaching practice programs causes their potential to increase so that they can be channeled properly, as evidenced when interacting with students in delivering subject matter at school. Most aspiring teachers believe that the teaching practice program plays a significant part in assisting them to become qualified and professional educators.



Recommendation

It is hoped that the educational curriculum, which will be prepared by the person responsible for carrying out educational activities based on policies and directions as well as the requirements of the applicable curriculum, will contain more practical matters than theory so that aspiring teachers can be more competent and professional in their fields and equipped with age-appropriate teaching materials, abilities, and needs of students. Higher education institutions actively promoted creative teaching strategies, trustworthy emotional intelligence, and self-control in aspiring teachers during the teaching practice program. Higher education institutions were represented by accompanying lecturers. It is essential to expand the role of the supervising lecturer in the preparation of the next generation of teachers because only the assistant lecturer can act as a liaison between the prospective teacher and the school where they carry out the teaching practice program. The supervising lecturer's role during the teaching practice program is beneficial for aspiring teachers in carrying out the program.

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