THE EFFECTIVENESS OF SEA TEACHER PROJECT TO IMPROVE TEACHING COMPETENCIES OF UMSU'S ENGLISH EDUCATION DELEGATES

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
or Bachelor of Education in English Program.*

By:

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Judul Skripsi : The Effectiveness of SEA Teacher Project to Improve Teaching
                 Competencies of UMSU's English Education Delegates

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                  (   ) Memperbaiki Skripsi
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memakai gelar Sarjana Pendidikan (S.Pd.)

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2. Dr. T. Winona Emelia, M.Hum.   2. _____

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ABSTRACT

Mahendra, M. Joko, 1502050049. The Effectiveness of SEA Teacher Project to Improve Teaching Competencies of UMSU's English Education Delegates. A Thesis, English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2019.

This study is concerned with an analysis of effectivenss from Nebraska of USA and was conducted using qualitative methods and focused on finding out whether the SEA Teacher program which is a student exchange program majoring in education in Southeast Asia is effective or not in supporting the four teaching competencies for UMSU's students especially at English education study program who joined the program in the Philippines and Thailand. In the end, the results showed a very positive direction. All of the alumni who the resercher studied, 4 of them passed with satisfactory final results. All four of them were declared to have passed the program with scores above 80% and they also stated that there was satisfactory progress from their four teaching competencies.

Keywords : *Effectiveness, Teaching Competencies, SEA Teacher Project*

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Medan,   September 2019
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

As students of English education at the University of Muhammadiyah Sumatera Utara (UMSU), students are expected to be able to have competencies to become professional teachers. Professional teachers are people who have authority and responsibility for a student's education, either individually or classically. Professional teachers are very needed in all places because they can improve quality in terms of education itself. To reach the point of being a professional teacher, students of English education are provided with a variety of knowledge that is obtained not only in the classroom, but also some practices that are carried out directly into the field. Some practices are conducted to train students to improve their teaching skills and competences and other soft-skill abilities and ensure that graduates of English education that will be born from UMSU will be very ready to face the field of work, especially in the scope of education. Why are these things important? The development of various competencies given to students is one of the steps that must be taken not only when studying in university, so that even when graduating the university still has moral, social and credibility burdens on its alumni.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that "Teaching competencies as referred to in

Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education". Pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Personality competence is a personal ability that reflects a stable, stable, mature, wise and authoritative personality, becomes a role model for students, and has a noble character. Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that covers the material, as well as mastery of the structure and methodology of science. Social competence is the ability of teachers to communicate and interact effectively with students, education staff, parents / guardians of students, and the surrounding community.

To achieve those 4 teaching competencies above, several activities were prepared by the Teacher Training and Education Faculty (FKIP) under UMSU to train English education students to become professional teachers. They are: micro teaching to practice basic teaching competencies and 3 internships that have different objectives. The first has the aim of practicing in observing the school environment such as the way teachers teach, the way students learn and follow subjects, school life and others. Then the second internship has the goal to practice in designing lesson plans and learn more in the curriculum applied in partner schools. Not only that, on the occasion, the students were given the opportunity to become teacher assistants in the classroom. And, the last is the

third internship where students are assigned to do teaching practice in partner schools for a month. Students are given the opportunity to design their own lesson plans and handle the class personally in full supervision of the cooperating teachers.

By completing the above supporting activities, graduates will be expected to be ready to become professional teachers who have 4 teaching competencies that have been described. But unfortunately, the fact that can be seen is that few graduates are really ready to become teachers. The rest, only graduates with educational degrees do not have enough knowledge and experience to work as a teacher. For this reason, in collaboration with the Institute for Cooperation and International Affairs, FKIP UMSU opens opportunity for students to expand their wings, adding to their experience in the international arena by conducting international standard internship.

The internship program is called SEA-Teacher Project which is organized and sheltered by the Southeast Asian Ministers of Education Organization (SEAMEO) which is an exchange program for educational students throughout Southeast Asia. Delegates will be sent abroad in the Southeast Asia region to conduct the program for one month. The SEA-Teacher program greatly opens opportunities for students to practice teaching and become professional teachers after graduating which are not only national standards, but also international. Because the student delegations or so-called "student teachers" will face curriculum, lesson plans and international education life in the country where they are placed.

Students who have the opportunity to fly to other countries in conducting an internship program are expected to have all the teaching competencies so that later they become graduates who are truly ready to become professional educators. Because FKIP UMSU knows very well that teachers are not a light profession. The teacher is a profession that can change the direction of this country in the future. During joining and participating in the SEA-Teacher project in 3 batches, the English education program of UMSU has sent 9 students to take part in this international internship program. And from the results obtained on the final evaluation paper, the UMSU's English delegates showed very positive results.

When compared with the paper from the initial evaluation, the delegates experienced an increase in teaching performance and an increase in mastery of the 4 teaching competencies described above. And of the 9 sent, there has never been a UMSU's English education delegation that failed or did not pass from the SEA-Teacher project. The Resercher was one of delegates of SEA Teacher project batch 6 in 2018 and placed in Mindoro State College of Agriculture and Technology in the Philippines. And the resercher wants to show other of how effective SEA Teacher project is to improve UMSU's English education delegates in their teaching competencies.

B. Identification of the Problem

The effectiveness of SEA Teacher project to improving teaching competencies of UMSU's English education delegates.

C. Scope and Limitation

The scope of this study is about the study of evaluative program which is mainly limited on the effectiveness of SEA Teacher project to improving UMSU's English education students' teaching competencies.

D. Formulation of the Problem

The problems of this research are:

1. How is the effectiveness of SEA Teacher project towards 4 teaching competencies of UMSU's English education delegates?
2. How is the reaction of the alumni regarding SEA Teacher project?

E. The Objectives of the Study

The researcher has some objectives as follows:

1. To find out how is the effectiveness of SEA Teacher project towards 4 teaching competencies of UMSU's English education delegates
2. To find out the reaction come from SEA Teacher's alumni and the peers about SEA Teacher project.

F. The Significant of the Study

This study will useful for :

1. Theoretically

   The findings of the present study are expected to add more horizons in theories of students exchange. The prospective delegates who will be send to the program will know how to run the program and which parts they should learn from this program.

2. Practically

   a. To the researcher, to improve his knowledge and spread the experience he has after being a part of SEA Teacher project batch 6 and 7 in the Philippines.

   b. To the delegates, to re-call the knowledge they have and continuing to use their knowledge in the social life.

   c. To the prospective delegates, to show them that lot of advantages or profits that they will get if they are join in the SEA Teacher project.

   d. To LKUI UMSU, to show the reactions of SEA Teachers' alumni and also the environment around them abouth how SEA Teacher project is

   e. To English education department, as a guide for the future in fostering students of English education program at UMSU.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Teaching

Measured in terms of its members, teaching is the world's largest profession. In the late 20th century it was estimated that there were 30 million teachers throughout the world. Though their roles and functions vary from country to country, the variations among teachers are generally greater within a country than they are between countries. The entire teaching corps, wherever its members may be located, shares most of the criteria of a profession, namely (1) a process of formal training, (2) a body of specialized knowledge, (3) a procedure for certifying, or validating, membership in the profession, and (4) a set of standards of performance—intellectual, practical, and ethical—that is defined and enforced by members of the profession. Teaching young children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century.organized

Mulyasa (2009) Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.And also teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity. Teachers' beliefs, practices and attitudes are important for understanding and improving

educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies – such as changes in curricula for teachers' initial education or professional development – on student learning.

2. Teaching Competencies

2.1 Pedagogic Competence

According to Drs. Uyoh Sadulloh (2010) pedagogic is a theory in details, critism and have a goals to develop the conceps about the humanism, children, education objectives and also the process. The point is, pedagogic is a science of education of children or students which focuses on guidance to be a better level. Uyoh also argues that based on Law no. 14/2005 and Government's rules no. 19/2005 an educators must have the following conditions to have pedagogical competence. these conditions are:

a. The ability to master the material that will be delivered

b. The ability to maintain the learning process that will be ruined

c. The ability to control the classroom

d. The ability to use the knowledge resource

e. The ability to maintain the students' result

2.2 Personality Competence

Personality according to Mulyasa is all behavior someone who is integrated, as seen by others. This personality is not only inherent in a person, but is more a result of a growth in a cultural environment. Syaiful Bahri Djamarah in the same line also argued that personality is the whole of individuals consisting of psychological and physical elements. All attitudes and actions of a person is a picture of the personality of the person concerned as long as it is done consciously. So, from good deeds it is often said that someone has a good personality or noble character. Conversely, if someone is doing an act or attitude that is not good in the view of society, it is said that the person does not have a good or possessing personality noble character.

From the statement above, it can be concluded that personality competence is a personality ability that must be possessed by an educator or teacher in carrying out their professional duties in order to realize their performance appropriately and effectively. Teacher's personality competence is reflected in their attitudes and actions in fostering and guiding students. As exemplary, the teacher must have a personality that can be a profile idol, their whole life is a complete figure.

Competency values in personality competencies based on Prof. Dr. H. Syaiful Sagala, M.Pd. are include:
a) Ability to develop personality
b) Able to interact and communicate

c) The ability to carry out good guidance and learning and achieve targets.

In the Explanation of Government Regulation No. 19 of 2005 concerning National Education Standards it is stated that teacher personality competencies are personality abilities which: (1) are solid; (2) stable; (3) adults; (4) wise and wise; (5) authority; (6) noble; (7) become role models for students and the community; (8) evaluate their own performance; and (9) develop themselves sustainably. Meanwhile, Minister of Education Regulation No. 16 of 2007 concerning Qualifications and Competencies Teachers explain personality competencies for classroom teachers and subject teachers, at all levels of primary and secondary education, as follows:

1. Acting in accordance with the norms of religion, law, social and national culture of Indonesia, includes: (a) respecting students without distinguishing adherents, tribes, customs, regions of origin, and gender; and (b) behave according to the religious, legal and social norms that apply in society, and a diverse Indonesian national culture.

2. Showing yourself as an honest, noble person, and role model for students and society, including: (a) behaving honestly, decisively, and humanely; (b) behave that reflects noble piety and character; and (c) behavior that can be imitated by students and members of the surrounding community.

3. Showing yourself as a strong, stable, mature, wise and authoritative person, includes: (a) presenting yourself as a stable and stable person; and (b) present themselves as adults, wise and authoritative.

4. Demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence, including: (a) demonstrating high work ethic and responsibility; (b) proud of being a teacher and trusting yourself; and (c) work independently professionally.

5. Upholding the teaching professional code of ethics, including: (a) understanding the professional code of ethics of the teacher; (b) applying the teacher professional code of ethics; and (c) behave in accordance with the teacher's code of ethics.

2.3 Professional Competence

Professional competency is about mastering learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that covers the material, as well as mastery of scientific structure and methodology.

According to the Law of the Republic of Indonesia No. 14/2005 Article 10 paragraph 1 and Government Regulation of the Republic of Indonesia No. 19/2005 Article 28 paragraph 3: Professional competence is defined as the roundness of knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions owned by someone who holds the position of teacher as a profession.

Professional competence is very closely related to the ability to master the material in any field of study with various other scientific substances as a

teacher. Indicators of success that exist in teachers who have professional competence can be measured by essential indicators, including:

a. understand teaching materials that exist in the school curriculum,

b. able to understand concepts, structures, scientific methods, coherent teaching material,

c. able to understand the concepts of certain subjects, and

d. apply all the concepts that exist in everyday life.

Based on the Law of the Republic of Indonesia concerning Teachers and Lecturers in 2005, to achieve professional competence must apply these following aspects :

a. Planning learning, implementing quality learning processes, and evaluating and evaluating learning outcomes,

b. Improving and developing academic qualifications and competencies on an ongoing basis in line with the development of technological and artistic sciences,

c. Acting objectively and not discriminatory on the basis of gender , religion, ethnicity, race, and certain physical conditions, or family background, and economic status of students in learning,

d. Upholding the laws and regulations, laws and ethics codes of teachers, as well as religious and ethical values, and

e. Nurturing and fostering national unity.

2.4 Social Competence

Social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment (Wibowo and Hamrin, 2012: 124). A teacher must try to develop communication with parents of students so that two-way communication is established continuously. With the existence of two-way communication, students can be monitored better and can develop their character more effectively as well. Suharsimi also gave his argument about social competence. According to him, social competence must be owned by a teacher, where the teacher must have the ability to communicate with students, fellow teachers, principals, and the surrounding community.

In the National Education Standards, Article 28 paragraph (3) point d, it is stated that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students , and the surrounding community, based on Suwarno. This is further explained in the framework of learning about teachers, that social competence is the ability of teachers as part of a community that has at least competence to:

a. Communicate verbally, in writing and with gestures.

b. Use functional communication and information technology.

c. Associate effectively with students, staff or guardians

d. Hang out politely with the surrounding community.

Social competency according to Slamet (in Sagala, 2009: 38) consists of sub competencies, namely:

a. Understand and respect differences and have the ability to manage conflicts and conflicts.

b. Carry out cooperation in harmony.

c. Building a team work that is compact, smart, dynamic and agile

d. Carry out communication effectively and pleasantly.

e. Having the ability to understand and internalize environmental changes that affect their duties.

f. Having the ability to subjugate him/herself in the value system that applies in society.

g. Implement the principles of good governance.

3. SEA Teacher Project

3.1 Definition of SEA Teacher Project

According to the current director of SEAMEO Secretariat, Mr. Dr. Ethel Agnes Pascua-Valenzuela, The SEA Teacher Project or the "Pre-Service Student Teacher Exchange in Southeast Asia" is a project that aims to provide opportunity

for pre-service student teachers from universities in Southeast Asia to have teaching experiences (practicum) in schools in other countries in Southeast Asia.

Based on the SEAMEO seven priority areas for the eleven SEAMEO Member countries to work together to improve the quality of education in Southeast Asia, *"Revitalizing Teacher Education"* is one of the priority areas in building and strengthening capacity of teachers in the region.

The exchange is preferably for 4th year students whose major are in math, science, English and pre-school. The duration is for one month and based on the mechanism of cost sharing basis. Students' roles and responsibilities are assigned weekly during the one month period (observe, assist in teaching, teach and reflect). Moreover, the host universities will provide mentors to supervise and monitor the students throughout the practicum period.

3.2 Stages of SEA Teacher Project Activities

Orientation
Curriculum Observation
Lesson Plan Observation
Training on Making Lesson Plan
Teaching Observation
Teaching Assistant
Teaching Practice
Teaching Review
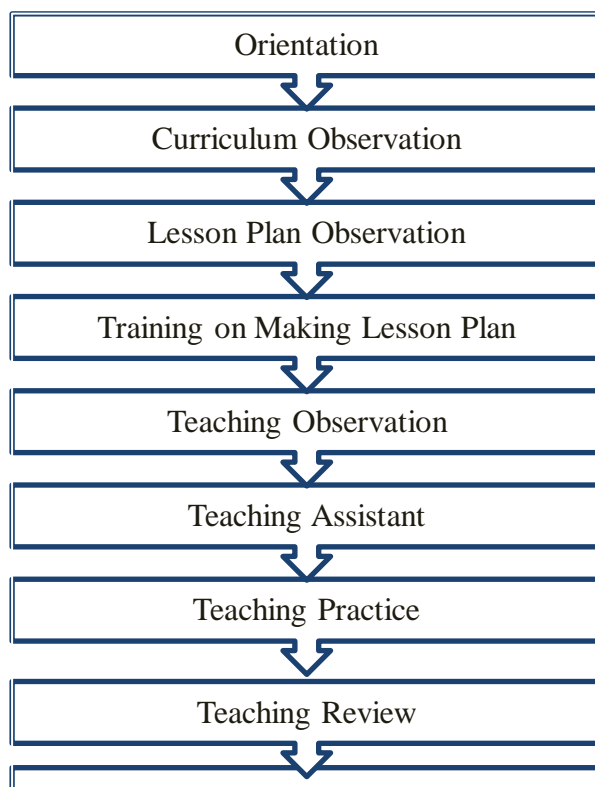
3.3 Advantages of SEA Teacher

a. Add experience in teaching

b. Train the ability to teach directly in the classroom

c. Train the ability to arrange lesson plans internationally

d. Train skills in developing foreign curriculum

e. Add insight into the real teaching profession

f. Add international relations

3.4 Aspects of success in the SEA Teacher project

The delegates will pass the program if they can reach 80% score of the aspect of success above.

Table 2.1. Content and organization of instruction (40%)

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching,				

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.				
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.				
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.				
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.				

Table 2.2. Strategies and skills for effective instruction (30%)

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs

					Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.				
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.				
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.				
4	**Overcome Discipline Problems** The student teacher attends to learners'misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.				

Table 2.3. Personal Characteristics (30%)

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.				
2	Show initiative during exchange period.				
3	Demonstrate thoughtfulness of judgment.				
4	Work with enthusiasm and a positive outlook.				
5	Demonstrate patience.				
6	Demonstrate good manners, discipline, and respect.				
7	Develop good relations with students, peers, teachers, and administrators.				
8	Show professionalism in all areas.				

B. Relevant Previous Study

Previous research that discussed the effectiveness of something that led to its impact on the community, as well as relevant to this study is as follow:

1. Research by Mr. Mandra Saragih and Ms. Ratna Sari Dewi issued in 2017 about " *Efektifitas Musyawarah Guru Mata Pelajaran Untuk Meningkatkan Kompetensi Guru Bahasa Inggris di Kota Binjai*". In that evaluative study it was found that there was a significant direct relationship between the participants' reactions to the implementation of the MGMP program and the increase in knowledge and skills possessed by participants after participating in that program. This means that the more positive participants react to the program, the higher the level of change in their knowledge and skills. The relationship of these two variables means supporting the initial assumption that the participants

'positive reaction to the implementation of the MGMP program significantly affected the level of mastery of participants' knowledge and skills. From the results obtained from the study, it has relevance to this research, which is about how to examine the effectiveness of a program by taking data from program participants. Asking how the program works and the things that are obtained afterwards.

2. Research by Mr. Simin Ghavifekr and Ms. Wan Athirah Wan Rosdy from University of Malaya, Malaysia issued in 2015 about "Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools". The results of that study indicate that technology-based teaching and learning is more effective than traditional classrooms. The reasons that found by the authors was because using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for teachers and students. The relevance that the resercher found from the results of that studies is about how to analyze a program that has a positive impact on the field of education. So there are two things that are examined, namely the effectiveness of something, and also the presence or absence of the results.

C. Conceptual Framework

As students of English education, of course the ability to teach in the classroom is a must. Not only that, other aspects are also needed because later, the task of a

teacher is not only teaching and explaining learning material. But more than that. There are 4 aspects or competencies that must be met. However, having these 4 competencies is not easy. It takes a lot of effort, more knowledge needs to be achieved outside of university study classes.

SEA Teacher project, an educational student exchange program in Southeast Asia is there to push education students to become graduates who have 4 aspects, namely pedagogic, professional, personality and social. A series of activities were carried out to ensure that participating delegations would have these competencies at the end of the program.

In this study, the researcher has show whether the SEA Teacher project is very effective or not to improve these competencies to the delegates. In this study, the researcher who was also one of the alumni delegates has asked for data on "Evaluation Paper" during participating in the program of each alumni delegation from the English education department of University of Muhammadiyah Sumatera Utara.

From the two sheets of evaluation paper owned by the delegation alumni, we will know very clearly their differences before and after the SEA Teacher program takes place. Starting from their personalities in the school environment, teaching performance and also attitudes shown in the social environment.

Research process has been conducted by face-to-face interviews with alumni. As a researcher, the writer has gave them a number of questions that dwell on their

testimony of the experiences they have experienced and the things they have gotten

after completing the education student exchange program.

Table 2.4. Process of Study

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                      ┌─────────────────────┐
                ┌────▶│  Evaluation Forms   │──────────┐
                │     └─────────────────────┘          │
                │              ▲  │                     ▼
┌──────────────┐│              │  │            ┌─────────────────┐
│ Delegates in ││              │  ▼            │     Impacts     │
│ SEA Teacher  │┤     ┌─────────────────────┐ └─────────────────┘
│   Project    ││────▶│ Delegates' Reaction │──────────┘
└──────────────┘      └─────────────────────┘
```
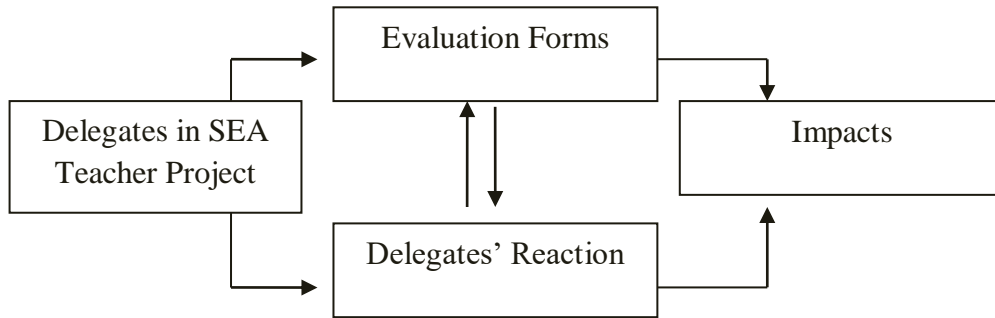
CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a type of qualitative research which aims to research and find out the effectiveness of the SEA Teacher project for UMSU's English education delegates in developing their 4 teaching competencies. To achieve the results of the research, the researcher has conducted several stages of research, namely examining the evalution forms of the alumni who could describe the results of the programs they had completed and also the resercher has directly asked their reactions regarding the SEA Teacher project itself. The resercher has asked how the program was running and whether the program was truly effective or not to improve their abilities as prospective professional English teachers

For that reason, the researcher has contacted and met directly the SEA Teacher project alumni to ask them a few questions. Some alumni also contacted directly by telephone and communication applications such as Whatsapp and Instagram. Therefore, the results of this study require depth of analysis from the researcher. In addition, the result of this study are subjective so that they cannot be generalized.

B. Source of Data

In line with this study, the data sources used are primary data sources. The primary data source has been obtained directly from the respondents by conducting

direct interviews conducted with SEA Teacher alumni in the English education majors in batch 6 and 7.

The informant selection criteria are based on four things, namely as follows:

a. SEA Teacher Alumni batch 6 and 7

b. Alumni delegates declared passed the program by SEAMEO in lot 1 and 2

c. The evaluation forms

d. Google forms

C. The Technique of Collecting Data

The basic data used for writing this research are taken from the activities below:

1. Observation

Observations have been made to achieve the desired goals and there are 2 steps of observation that have been passed. The first was an evaluation conducted on their blog, where on their blog it is written how the process they teach while undergoing the SEA Teacher program.

And the second is that the researcher has evaluated the state of the 2 evaluation forms they have. The researcher looked at the differences in their two evaluation forms to see if there had been any progress in their performance in teaching and also in improving their performance in mastering the four teaching competencies.

2. Interview

To complete the data, the researcher has done the face-to-face interview with some of alumni and gave them the number of questions about the knowledge that they received during the program, their experiences and the result that they felt.

3. **Questionneaire**

To measure how they reacted to the sustainability of the SEA Teacher program they completed, the researcher made a questioner from Google forms. The available links have then been distributed to the four alumni and the results received have also been studied more deeply.

4. **Students' Achievement**

Finally, to prove that they have graduated from the SEA Teacher program, the researcher asks for official certificate data issued by SEAMEO. These certificates can be seen in the appendix section.

D. The Technique of Data Analysis

All data that has been obtained next processed to analyzed using the theory of Miles and Huberman (1994) by using data calculation techniques that combine evaluation of alumni forms.

The results that has been seen also be harmonized with statements from each alumni to achieve more reliable and valid results.

The steps to analyzed the data are :

1. Data Reduction. First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured**.** Miles and Huberman (1994) describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

2. Data Display. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

3. Conclusion Drawing and Verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand.[6] Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check

or verify these emergent conclusions. "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994, p. 11).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

1.Data Collection

For the research needs in order to achieve the objectives that the author wants, all the data needed has been collected and also stated in the previous chapter, this research focused on finding out whether the SEA Teacher program is effective to improve the teaching competences of UMSU's English education delegates.

To achieve this goal, the resercher conducted two steps of research as follow:

a. Collected 2 evaluation forms from each alumni. 2 evaluation forms collected included 1 form for results before undergoing training in the program and 1 form for results after completing the program. The two forms will be compared to see the progress seen by the alumni, and

b. Conducted direct question and answer or interviews session with 3 alumni of SEA Teacher program batch 6 and 1 alumni of SEA Teacher program batch 7.

c. Conducted the questioners of the Google forms to see how was their reaction towards the SEA Teacher project

For the alumni's evaluation forms result and the interviews papers can be seen at the appendix section.

2.Data Analysis

a. Evaluation Forms

All alumni who have completed the SEA Teacher program are equipped with at least 2 evaluation forms that showing their differences on the first day of the program and have not started training until the day they finish the final demonstration which is the final reference of the results of the training during the SEA Teacher program. The resercher used their evaluation forms as supporting data for the final results of this study which aims to show that the SEA Teacher program has a huge impact on SEA Teacher alumni to encourage them to master the four teaching competencies.

Their Evaluation Forms are showing the extent of their development before and after the program has finished. In their evaluation forms, it will be seen how far they are able to master their four teaching competencies, and also at the end, what score they have got was written for the results of their final demonstration. That will determine whether they will pass from the program or not because they will pass the program if they hit 80% of 100.

For the systematic assessment, there are several parts that must be mastered by the participants. The first part is about rfcontent and organization of instruction which has an assessment weight of 40% of the total value. Then for the second part about strategies and skills for effective instruction which has an assessment burden of 30%. And the last is part of the personal character which also has an assessment burden of 30% as well.

As a benchmark of assessment, there are 4 levels that can be achieved by SEA Teacher program participants. The first is "**Advanced**", where this level already

describes that the participant has mastered these points. Then next there is "**Proficient**" which means participants have mastered these points quite well. Then there is "**Basic**" which means the participants are not very good in reaching the points in question, and finally there is "**Needs Improvement**" which means the participants have not been able to master the points in question if they get the level.

2.1 Amiratur Raudhah

On her first evaluation form, she showed poor performance in class management, mastery of the material and the deepening of student desires. It was also written thats she also did not do the reflection at the end of class time and it could be concluded that the Amiratur was not very good in professional competence. For social competence, Amiratur was also written not too prominent, both in the classroom and outside the classroom. Language mastery is a factor in the lack of Amiratur's score on social competence.

For pedagogical competence, Amiratur has not been able to know what were her students really need. The learning design that compiled was also still classified as standard. For the problem of personality competence, Amiratur has been noted to behave and spoke well in verbal.

After undergoing a one-month program at Valaya Alongkorn Rajabhat University, Phatum Thani in Thailand, Amiratur has undergone a very significant change and is evident from the results of her final evaluation form. Noted that she has been able to design learning schemes in the classroom well and quite effectively, Amiratur was also noted to be able to arouse class enthusiasm and turn the class into active.

Amiratur has also carried out a lesson plan that she had made well by doing reflection activities before ending the class and also began to understand what strategies were appropriate for her students who were less active in their class.

Here is Amiratur's table of result on her first and second evaluation forms :

COMPARISON OF AMIRATUR'S EVALUATION PAPERS :

A. EVALUATION FORM 1

Table 4.1. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Needs Improvement	7%/10
2	Focus on Objective of the Lesson	Basic	8%/10
3	Knowledge of How Students Learn	Basic	8%/10
4	Assessment of the Lesson	Basic	8%/10
Total			**31%/40**

From the result above, the ability of her pedagogic can be says still low. She only got 31% out of 40. She really needs improvement on mastering knowledge while that is the key.

Table 4.2. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Basic	6%/7.5
2	Communicative	Need Improvement	5.5%/7.5
3	Classroom Management	Need Improvement	5.5%/7.5
4	Discipline Problems	Need Improvement	5.5%/7.5
Total			**22.5%/30**

She was lack of social competence because she could not speak very well to the society. Also she could not handle the problem that she faced in the beginning of the program and in other hand she could not showing good result on professional competence because her Intructional strategies was basic.

Table 4.3. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Basic	2.75%/3.75
2	Show initiative during exchange period.	Proficient	3%/3.75
3	Demonstrate thoughtfulness of judgment.	Proficient	3%/3.75
4	Work with enthusiasm and a positive outlook.	Basic	2.75%/3.75
5	Demonstrate patience.	Basic	2.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Basic	2.75%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Needs Improvement	2%/3.75
8	Show professionalism in all areas.	Proficient	3%/3.75
Total			**22%/30**

TOTAL SCORE OF EVALUATION FORM 1 = 75.5 %

For this part is showing she was lack of personality and social competencies. She could not have a good relation with her environment in the beginning of her program in Thailand.

B. EVALUATION FORM 2

Table 4.4. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Proficient	9%/10
2	Focus on Objective of the Lesson	Proficient	9%/10

3	Knowledge of How Students Learn	Proficient	9%/10
4	Assessment of the Lesson	Proficient	9%/10
Total			**36%/40**

She was showing a very good improvement at the end of her program. She improved her pedagogic competency because she step up 2 levels on knowledge matter. Also she could understand the right way how her students want to study.

Table 4.5. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Proficient	6.5%/7.5
2	Communicative	Proficient	6.5%/7.5
3	Classroom Management	Advanced	7.5%/7.5
4	Discipline Problems	Proficient	6.5%/7.5
Total			**27%/30**

All she got here was she showed good improvement at her professiomal competence because she could handle every struggle she faced. Also she got "Advanced" for her classroom management so she improved her pedagogic competence as well. She also improved her social competence from basic to proficient, one step higher.

Table 4.6. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Proficient	3%/3.75
2	Show initiative during exchange period.	Proficient	3%/3.75
3	Demonstrate thoughtfulness of	Advanced	3.75%/3.75

No.	Criteria	Level Achieved	Score
	judgment.		
4	Work with enthusiasm and a positive outlook.	Proficient	3%/3.75
5	Demonstrate patience.	Advanced	3.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Advanced	3.75%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Advanced	3.75%/3.75
8	Show professionalism in all areas.	Proficient	3%/3.75
Total			**27%/30**

TOTAL SCORE OF EVALUATION FORM 2 = 90 %

Overall, Amiratur completed the program at the first lot with an impressive result. She got a performance percentage of 90% and passed the SEA Teacher program batch 6 at Valaya Alongkorn Rajabhat University in Phatum Thani, Thailand. She showed improved performance from the first teaching demonstration to the final demonstration

2.2 Siti Rahma Hidayani Surbakti

The beginning of the program she went through at Pangasinan State University, Philippines was not too smooth. She started the program with all the shortcomings she had. Can not control the class well, have not been able to achieve the expected indicators and not too good in time management when teaching in class. However, Siti is already good in terms of communication skills to students and the school environment and also good in understanding teaching material.

In the final evaluation, Siti showed a fairly rapid progress. Siti is classified into the level of "Proficient" in teaching time management and "Advanced" in several points such as dicipline, where Siti is considered very good in terms of social competence and also very good in instructural strategies.

Here is Siti's table of result on her first and second evaluation forms :

COMPARISON OF SITI'S EVALUATION PAPERS :

A. EVALUATION FORM 1

Table 4.7. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Basic	8%/10
2	Focus on Objective of the Lesson	Proficient	9%/10
3	Knowledge of How Students Learn	Basic	8%/10
4	Assessment of the Lesson	Proficient	9%/10
Total			**34%/40**

From the result above, the ability of her pedagogic can be says still average. She only got 34% out of 40. She was too basic on knowledge of how students learn and also mastering the materials.

Table 4.8. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Proficient	6.5%/7.5
2	Communicative	Proficient	6.5%/7.5
3	Classroom Management	Basic	6%/7.5
4	Discipline Problems	Proficient	6.5%/7.5
Total			**25.5%/30**

She was on average of social competence because she could speak well to the society. She was quite good at professional while her instructional strategies was proficient.

Table 4.9. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Advanced	3.75%/3.75
2	Show initiative during exchange period.	Proficient	3%/3.75
3	Demonstrate thoughtfulness of judgment.	Proficient	3%/3.75
4	Work with enthusiasm and a positive outlook.	Proficient	3%/3.75
5	Demonstrate patience.	Advanced	3.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Basic	2.75%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Proficient	3%/3.75
8	Show professionalism in all areas.	Proficient	3%/3.75
Total			**25.25%/30**

TOTAL SCORE OF EVALUATION FORM 1 = 84.7 %

For this part is showing she was lack of personality and social competencies. She could not have a good relation with her environment in the beginning of her program in Philippines and it was basic.

B. EVALUATION FORM 2

Table 4.10. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Advanced	10%/10

No.	Criteria	Level Achieved	Score
2	Focus on Objective of the Lesson	Advanced	10%/10
3	Knowledge of How Students Learn	Advanced	10%/10
4	Assessment of the Lesson	Advanced	10%/10
Total			**40%/40**

She was showing a very good improvement at the end of her program. She improved her pedagogic competency because she got perfect, 40% out of 40.

Table 4.11. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Advanced	7.5%/7.5
2	Communicative	Proficient	6.5%/7.5
3	Classroom Management	Advanced	7.5%/7.5
4	Discipline Problems	Advanced	7.5%/7.5
Total			**29%/30**

She almost perfect for this part because she just needs a single touch for the communicative strategies. Overall, the professional competence was perfect as well.

Table 4.12. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Advanced	3.75%/3.75
2	Show initiative during exchange period.	Advanced	3.75%/3.75
3	Demonstrate thoughtfulness of judgment.	Advanced	3.75%/3.75
4	Work with enthusiasm and a positive outlook.	Advanced	3.75%/3.75
5	Demonstrate patience.	Advanced	3.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Advanced	3.75%/3.75

No.	Criteria	Level Achieved	Score
7	Develop good relations with students, peers, teachers, and administrators.	Advanced	3.75%/3.75
8	Show professionalism in all areas.	Proficient	3%/3.75
Total			**29.25%/30**

She was stunnning for her social and personality competences because she showed a very good record on her personality table score.

TOTAL SCORE OF EVALUATION FORM 2 = 98.2 %

Siti Rahma Hidayani passed the program at the second lot with a very good result at the end. She got 98.2% percentage and passed the SEA Teacher program at Pangasinan State University in the Philippines in batch 6.

2.3 Rezeky Wahyuni ZA

Almost same as Siti, Rezeky also started the program by not yet proficient in controlling how her class would run, not too well in understanding the material and not yet understanding what strategies were suita``ble for her students in class. However, Rezeky has started her SEA Teacher program in the Philippines with good social competence and personality. Seen from the initial evaluation that she has a good personality and can blend in with the surrounding environment.

Due to the passage of time, Rezeky showed extraordinary progress. She is able to achieve perfect grades in class management, understanding material and understanding how students learn. This shows the extraordinary progress in

pedagogical and professional competence. Rezeky was declared to have passed

the SEA Teacher program from the Philippines on lot 1 with satisfactory results.

Here is Rezekyr's table of result on her first and second evaluation forms

:

COMPARISON OF REZEKY'S EVALUATION PAPERS :

A. EVALUATION FORM 1

Table 4.13. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Basic	8%/10
2	Focus on Objective of the Lesson	Basic	8%/10
3	Knowledge of How Students Learn	Basic	8%/10
4	Assessment of the Lesson	Basic	8%/10
Total			**32%/40**

She was too basic on all of aspects on pedagogic competence. She only

got 32 out of 40.

Table 4.14. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Basic	6%/7.5
2	Communicative	Proficient	6.5%/7.5
3	Classroom Management	Proficient	6.5%/7.5
4	Discipline Problems	Proficient	6.5%/7.5
Total			**25.5%/30**

She was basic on professional due to the score of her intructional

strategies. For the social competence, she showed a quite good result.

Table 4.15. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Proficient	3%/3.75
2	Show initiative during exchange period.	Proficient	3%/3.75
3	Demonstrate thoughtfulness of judgment.	Proficient	3%/3.75
4	Work with enthusiasm and a positive outlook.	Proficient	3%/3.75
5	Demonstrate patience.	Proficient	3%/3.75
6	Demonstrate good manners, discipline, and respect.	Proficient	3%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Proficient	3%/3.75
8	Show professionalism in all areas.	Proficient	3%/3.75
Total			**24%/30**

TOTAL SCORE OF EVALUATION FORM 1 = 81.5 %

She was showing a very good score on her beginning. She slayed all poins as proficients.

B. EVALUATION FORM 2

Table 4.16. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Advanced	10%/10
2	Focus on Objective of the Lesson	Advanced	10%/10
3	Knowledge of How Students Learn	Advanced	10%/10
4	Assessment of the Lesson	Advanced	10%/10
Total			**40%/40**

She was showing a very good improvement at the end of her program. She improved her pedagogic competency to perfect all the way.

Table 4.17. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Advanced	7.5%/7.5
2	Communicative	Advanced	7.5%/7.5
3	Classroom Management	Advanced	7.5%/7.5
4	Discipline Problems	Proficient	6.5%/7.5
Total			**29%/30**

She almost perfect for this part because she just needs a single touch for the communicative strategies. Overall, the professional competence was perfect as well.

Table 4.18. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Advanced	3.75%/3.75
2	Show initiative during exchange period.	Advanced	3.75%/3.75
3	Demonstrate thoughtfulness of judgment.	Advanced	3.75%/3.75
4	Work with enthusiasm and a positive outlook.	Advanced	3.75%/3.75
5	Demonstrate patience.	Advanced	3.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Advanced	3.75%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Advanced	3.75%/3.75
8	Show professionalism in all areas.	Advanced	3.75%/3.75
Total			**30%/30**

TOTAL SCORE OF EVALUATION FORM 2 = 99 %

In the end, she showed improved performance from the beginning to the end of the program. She passed from the SEA Teacher program at Pangasinan State University in the Philippines with a final grade of 99%

2.4 Rizky Maylani

Rizky Maylani who was sent very far to Cebu island in the Philippines started the program with a lot of problems. She was written unable to control herself in the face of considerable program pressure. As a result, she received low marks on class management, time management, mastery of materials, verbal communication skills and much more. It must be realized that the pressure on the SEA Teacher program is enormous and all participants must be prepared for it.

Recorded at the initial evaluation, Rizky needed a lot of changes in her to be better prepared to get the maximum results at the end of the program. But because of her hard work for a month in Cebu, the final results she had were very surprising. She managed to prove that she can face all the problems that exist and is able to work under pressure.

It was written on the results of the final evaluation that she got high marks on professional competence, namely mastering excellent teaching materials, doing a good reflection at each end of the meeting and understanding the indicators to be achieved. She is also noted to have scored high on pedagogical competence in terms of understanding what her students really need

and what strategies are right for them. Here is Amiratur's table of result on her first and second evaluation forms :

COMPARISON OF REZEKY'S EVALUATION PAPERS :

A. EVALUATION FORM 1

Table 4.19. PART I : Content and Organization of Instruction (40%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Basic	8%/10
2	Focus on Objective of the Lesson	Proficient	9%/10
3	Knowledge of How Students Learn	Proficient	9%/10
4	Assessment of the Lesson	Basic	8%/10
Total			**34%/40**

From the result above, the ability of her pedagogic can be says still average. She only got 34% out of 40. She was too basic on knowledge of how students learn and also mastering the materials.

Table 4.20. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Basic	6%/7.5
2	Communicative	Basic	6%/7.5
3	Classroom Management	Proficient	6.5%/7.5
4	Discipline Problems	Basic	6%/7.5
Total			**24.5%/30**

She was too basic on social competence because she could not speak very well to the society. She was quite lack on professional while her instructional strategies was basic.

Table 4.21. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Basic	2.75%/3.75
2	Show initiative during exchange period.	Basic	2.75%/3.75
3	Demonstrate thoughtfulness of judgment.	Basic	2.75%/3.75
4	Work with enthusiasm and a positive outlook.	Proficient	3%/3.75
5	Demonstrate patience.	Proficient	3%/3.75
6	Demonstrate good manners, discipline, and respect.	Advanced	3.75%/3.75
7	Develop good relations with students, peers, teachers, and administrators.	Proficient	3%/3.75
8	Show professionalism in all areas.	Basic	2.75%/3.75
Total			**23.75%/30**

TOTAL SCORE OF EVALUATION FORM 1 = 82.2 %

For this part is showing she was good on personality and social competencies. She could have a good relation with her environment in the beginning of her program in Philippines but she was basic on how she performed the professionalism.

B. EVALUATION FORM 2

Table 4.22 PART I : Content and Organization of Instruction (%)

No.	Criteria	Level Achieved	Score
1	Knowledge of Subject Matter	Proficient	9%/10
2	Focus on Objective of the Lesson	Advanced	10%/10
3	Knowledge of How Students Learn	Proficient	9%/10
4	Assessment of the Lesson	Advanced	10%/10
Total			**38%/40**

She got 38 out of 40 which is was good improvement. She got advanced on her assessment of the lesson and she could mastering the materials before it deliverd to the students.

Table 4.23. PART II : Strategies and Skills for Effective Instruction (30%)

No.	Criteria	Level Achieved	Score
1	Instructional Strategies	Advanced	7.5%/7.5
2	Communicative	Advanced	7.5%/7.5
3	Classroom Management	Advanced	7.5%/7.5
4	Discipline Problems	Proficient	6.5%/7.5
Total			**29%/30**

For this part is showing she was almost perfect due to 29 out of 30. She has good classroom management whic is she is good at pedagogic and professional because she got advanced on her instructional strategies.

Table 4.24. PART III : Personal characteristic (Maximum Score 30%)

No.	Criteria	Level Achieved	Score
1	Demonstrate resourcefulness.	Advanced	3.75%/3.75
2	Show initiative during exchange period.	Advanced	3.75%/3.75
3	Demonstrate thoughtfulness of judgment.	Advanced	3.75%/3.75
4	Work with enthusiasm and a positive outlook.	Advanced	3.75%/3.75
5	Demonstrate patience.	Advanced	3.75%/3.75
6	Demonstrate good manners, discipline, and respect.	Advanced	3.75%/3.75
7	Develop good relations with students, peers, teachers, and	Advanced	3.75%/3.75

No.	Criteria	Level Achieved	Score
	administrators.		
8	Show professionalism in all areas.	Advanced	3.75%/3.75
Total			**30%/30**

TOTAL SCORE OF EVALUATION FORM 2 = 97 %

Rizky Maylani was also declared to have passed the SEA Teacher program on lot 1 with satisfactory results. She also got 97% percentage of her performance at her final demonstration and declared passed the SEA Teacher program at University of San Jose Recoletos, Cebu in the Philippines.

b. Teaching Practice

To complete the data, the researcher read all the alumni's blog about teaching practice where the researcher could found how the alumni were teaching in the classroom during the program. Here the resercher shows how Rezeky Wahyuni's blog about her teaching practice's experiences during her program in the Philippines. For the rest of the alumni, the resercher will add their link of blogs at references.

From the results that showing, Rezeky Wahyuni did a very great job since she said that she could control the class very well with the attractive activities and also fun atmosphere. She has a game that she created by her game and it was a puzzle, which is very interesting to play during learning process. She also made the classroom into groups so that her students can works in group and practice the students' team work ability.

c. Interview

The instrument developed based on this session is intended to determine the level of change in knowledge and skills of participants after attending the SEA Teacher program. The level of knowledge and skills of the participants was also assessed through a number of statements to get an idea of the participants' abilities and skills before and after joining the SEA Teacher program. It means that the items are very reliable to measure the level of knowledge and skills of the participants after participating in the implementation of the SEA Teacher program batch 6 and 7.

The researcher first conducted an interview process via telephone to ask a number of questions to 4 alumni who wanted to be examined and when conducting the interview process, the resercher threw a few questions about the activities that have been carried out on the SEA Teacher program and questions about their differences before and also after completing their program abroad.

The first alumni the resercher met at that time was Ms. Amiratur Raudhah, an UMSU's English education student who was sent to Valaya Alongkorn Rajabhat University (VRU) in Phatum Thani, Thailand in August 2018. The resercher continued the interview process by meeting other two UMSU's English education students who were sent to the Philippines in September 2018, precisely at Pangasinan State University, Ms. Rezeky Wahyuni ZA and Ms. Siti Rahmayani Surbakti. Also the writer met Ms. Rizky Maylani who sent to University of San Jose Recoletos in Cebu, Philippines in January of 2019 and please note that all of the above meetings were happened in this August 2019.

From the answers and responses that have been obtained, the author asserts that all alumni interviewed showed almost the same response. The following are the question points that the writer asked the alumni of the SEA Teacher program. The researcher will present several responses from the results of the interview. For complete results, see the appendix section.

"What was your biggest motivation before joining the SEA Teacher exchange program? "

Rezeky Wahyuni, Siti Rahmayani and Rizky Maylani showed the same answers: they were eager to develop their abilities in teaching and increase their level of confidence in the classroom. Siti Rahmayani added that with the SEA Teacher program which is an international exchange program, she hopes her confidence will also touch the international level as well.

Meanwhile, Amiratur Raudhah was eager to expand her knowledge of ways of teaching other than Indonesia which she had known so far. She really wanted to learn new strategies in teaching that she could get if she joined the SEA Teacher program, sos he decided to join the program and was sent to Thailand.

"Where did you get information about SEA Teacher? "

In this question point, all simultaneously answered "from Mam Dewi Kesuma, the vice dean for students' affairs of education faculty"

"Based on your words, what SEA Teacher project is?"

To this question, they answered with different responses. Amiratur explained that SEA Teacher is a program that opens opportunities for students to do internship at an international level. Siti Rahma answers that SEA Teacher is a student exchange program that focuses on students majoring in education and programs to train the delegates about the teacher's soul.

Rizky Maylani said that according to her, SEA Teacher is a student exchange program that has the main objective to train participants to know the scope of work of professional teachers in Southeast Asian countries, and Rezeky Wahyuni added that SEA Teacher is not just a program to learn how to become an ordinary teacher, but as a forum for educational students to meet and share ideas with each other.

" Do you have 4 teaching competencies (Pedagogic. Professional, Personality and Social) before join the SEA Teacher program"

All alumni answered that they had all four teaching competencies, with a very big "BUT". They told the author that they feel that their level of mastering the four teaching competencies was still very low. Rezeky Wahyuni explained, her pedagogic competence was very low and she hoped at that time before joining the SEA Teacher program that she would try very hard to improve her pedagogic competence.

" Explain your weakness within those teachig competencies"

T	he four of them simultaneously answered with the same answer, namely pedagogic and professional. Siti Rahmayani explained that it was very difficult to master pedagogic competencies and based on her opinion that pedagogic competencies were the initial key of all existing competencies. Rizky Maylani also added that

professional competence is also very difficult to apply in herself because it needs serious deepening to understand and apply it.

" Explain the most amazing knowledge during your SEA Teacher program"

Siti Rahmayani and Rezeky Wahyuni who were placed in Pangasinan State University explained that they both gained a lot of new knowledge, especially in teaching strategies that were very effective in sharing information and knowledge with their students. The strategies they got from their cooperating teachers can be absorbed and developed and can be applied when they teach here in Indonesia.

Amiratur in this case tells the writer that she had learned a great deal about what a true teacher's job is. There is a very big responsibility held by a teacher. She knows it all through the SEA Teacher program that she has been through because what she previously thought was the teacher's job was only limited to teaching and assessing. Rizky Maylani replied: "I have become stronger and mentally prepared to face problems and I can work under pressure" She said that the SEA Teacher program had shaped her to be stronger than before.

" Tell your weakness that you have been improved the most after completing your SEA Teacher program "

To this question, the average of them answered that they were more confident to face their students. As an English teacher who comes from a country where English is only applied as a foreign language and has the opportunity to teach in a country that applies English as a second language is a very difficult challenge and they are able to deal with it.

"Having students who are already fluent in English is a very difficult challenge. My cooperating teacher continues to encourage me so that I am more confident in myself and sure enough, I am very confident in my abilities and I realize that confidence is very important for a teacher, " answered Siti Rahmayani. Rezeky Wahyuni also explained that, we were capable to facing our students in the Philippines and ofcouse we can handle our students here in Indonesia who basically have a lower level in English if we compered with our students there in the Philippines.

Rizky Maylani also replied in a similar tone, she was much more confident than before. And also, she felt that all the pressure exerted during her program in the Philippines and also the high level English language material there, made her no longer find it difficult to teach here which could be said that English material in Indonesia was still below the Philippines.

" From 4 teaching competencies, which competence that you have improved the most? "

For this question, they have different answers. Amiratur answered that she was sure that she had mastered better social competence, where Rizky Maylani said that she had improved her professional competence far better than before.

To Siti Rahmayani and Rezeky Wahyuni answered that they really believe that they have learned so much about pedagogic competence and they admit they are much better and confident with their pedagogic competence. When asked about personality competencies, they all responded that they too had improvised these competencies and they believed that they too were able to master them.

"To what extent can you master pedagogical competence after completing the SEA Teacher program? "

In this question, Siti Rahma revealed that she had developed very rapidly in mastering pedagogical competence. "I can develop the ability to understand students, the designing and implementation of learning, evaluating of learning outcomes, and the development of students to actualize the various potentials they have. These things can help me to achieve the goals that I have designed in the learning process"

A similar thing was also stated by Rizky Maylani that before she joined the SEA Teacher program, it was difficult to approach students because she was too awkward. But after joining the SEA Teacher program, she has mastered ways to approach students so that they can facilitate interaction and deepening to her students.

"To what extent can you master personality competence after completing the SEA Teacher program? "

At the point of this question, Rezeky Wahyuni said "Through the SEA Teacher program, I can develop my teacher's spirit even greater. I am much confident because the environment faced is also very high. Much different before I joined the SEA Teacher program in the Philippines." . We can know from the statement she gave that there was a rapid increase that she experienced through the SEA Teacher program in improving her abilities in personality competence.

Also Amiratur said that she is more able to control herself in the classroom. Become more stable in controlling herself. She said that there were developments she felt after completing the program.

"To what extent can you master social competence after completing the SEA Teacher program? "

"I became a more open human being with teachers. Usually I am closed and feel ashamed" Amiratur said. She added that with much better communication skills, she was able to open opportunities for discussion to fellow teachers so that good communication was established which could facilitate the work process as a teacher.

For Rizky Maylani, she said that now she has good confidence to interact with people. Through the SEA Teacher program which is required to meet face to face with important people at the university, able to train herself to communicate well with many people around her.

"To what extent can you master professional competence after completing the SEA Teacher program? "

Siti said that "I can understand the Philippine curriculum which in my opinion is far more complicated than the curriculum applied in Indonesia". She confidently said that by being able to understand the Philippine curriculum, she could also understand the curriculum in Indonesia. She was very grateful to take part in the SEA Teacher program because she could learn many things through the program.

In another hand, Rezeky Wahyuni said that "I can learn about the mastery of learning material widely and deeply, which includes mastery of curriculum materials in school subjects, scientific substance that overshadows the material, mastery of the structure and methodology of science and its relationship with life skills and the environment"

" Based on your experience, is the SEA Teacher project effective to improve your teaching competencies? "

The author got the same answer for this question. Yes! They answered the question with the same tone. They believed that the SEA Teacher program really helps them to become great and professional teachers by focusing on all four teaching competencies. From the first day until the day they finish the program, they continue to be trained to master the four competencies.

"We are not playing at all in the Philippines, we are really suppressed and attacked with outrageous with new material, new knowledge, new strategies and much more. We are truly formed as great, strong and trusted teachers. "Rizky Maylani answered.

"What is your motivation for transferring knowledge and skills into the process of learning English in Indonesia? "

For this point, Rizki said that "I can share my knowledge in English lessons much better. At that time it was very difficult for me to teach English in the Philippines because it was their second language, but I was able to overcome it. For Indonesia which still using English as a foreign language, I see no problem in transferring my knowledge to my students "

Rezeky Wahyuni added that through the SEA Teacher program she learned a lot about new and effective ways of teaching. She can apply it easily in Indonesia because these methods are also suitable for use here. "I can apply the methods I learned easily. Grateful that these methods can facilitate me in teaching".

"What is the impact of the SEA Teacher program on your personal development as a prospective English teacher? "

"Very big impact", said Amiratur. She added "There are many things that I got during my SEA Teacher program in Thailand. And those things I can't get in Indonesia". She said that she became a much more mature person to face employment in education. She became a person who was much better prepared to be an English facilitator for many people.

"I learned about how to respect and handle the responsibilities as a teacher, those the key I've learned in the Philippines" Wahyuni said. She becomes more prepared to face any problems that will occur later because she already has the key. There are no problems with these matters, she added.

d. Questionnaire

For the questioners' form, there are 10 number of questions to reach their reaction towards the effectiveness of SEA Teacher project. There are 5 stages of points while 5 is the higest and 1 is the lowest. And here are the clip of the result and for the complete version are available on appendices' part.

"Do you enjoy your stay in Thailand or the Philippines during the program? "

75% of them were choose 5 means that they were enjoy their time during their program, while only 1 of them choose 4 for this point.

"What is your level of satisfaction with your host university services?"

50% of them choose number 3 means that their host university did not give the best services for them while rest of them the 25% of them gave the score both to 5 and 4.

"What is the level of your ability to teach before joining the program?"

50% of them select number 3 while the rest gave 2 and 1. Those means that they did not really good in teaching before joining the SEA Teacher project.

"What is the level of your ability to teach after joining the program?"

50% and 50% choose number 4 and 5 means that they were improved their ability in teaching after the SEA Teacher was done.

" After completing the SEA Teacher program, what is your pedagogical competency level? "

50% and 50% choose number 4 and 5 means that they were improved their ability in pedagogical competence after the SEA Teacher was done.

" After completing the SEA Teacher program, what is your professional competency level? "

75% of them choose 4 and 1 of them choose number 5 and these means that they strongly believed that their ability in professional competence was improved after the SEA Teacher was done

" After completing the SEA Teacher program, what is your social competency level? "

75% of them choose 5 and 1 of them choose number 4 and these means that they strongly believed that their ability in social competence was improved after the SEA Teacher was done.

" After completing the SEA Teacher program, what is your personality competency level? "

75% of them choose 4 and 1 of them choose number 5 and these means that they strongly believed that their ability in personality competence was improved after the SEA Teacher was done.

" What is the level about the effectiveness of SEA Teacher project towards 4 teaching competencies?"

100% of them choose the higest score which means 5 for this questions. Means that all of them are strongly believed that SEA Teacher project is effective to improve 4 teaching competencies of the participants.

" What is the level about your willingness to suggest the program to your successors? "

50% of them choose 4 where the others choose 5. They really want to suggest the program to their successor for the next batch.

e. Research Findings

After analyzing the effectiveness of SEA Teacher project for the alumni to improve their teaching competencies, the findings can be presented as mentioned below:

1) All alumni recorded that they experienced improved performance from the first teaching demonstration to the final demonstration. They are all able to achieve grades above 80% and pass the program with satisfactory results.

2) By comparing the results they obtained in evaluation forms 1 and 2, it was seen that their improvement was seen to be rapid in terms of teaching competencies such as pedagogic, personality, social and professional.

3) The alumni suggested that English students at UMSU take part in the SEA Teacher program because they were convinced that the SEA Teacher program was able to improve teaching competencies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on the research above, the researcher can conclude several points related to the effectiveness of the SEA Teacher program in improving the ability of the four teaching competencies of the SEA Teacher alumni especially the UMSU's English delegation delegates.

(1) The SEA Teacher Program is able to encourage alumni to deepen their ability to teach. As the alumni explained that the program can help them broaden their horizons and experiences, moreover the program is an international student exchange program. The alumni also said that they got a lot of new strategies in teaching and were very useful for them.

(2) The SEA Teacher Program is highly recommended by alumni to be followed by their successors because the benefits are very clearly seen at the end of the program. They have explained that after attending the SEA Teacher program, they can develop their knowledge in exploring the four teaching competencies such as pedagogic, social, personality and professional. And that becomes the most amazing knowledge that they have got from the program.

(3) Regarding the effectiveness of the SEA Teacher program, the alumni firmly agreed that the SEA Teacher program was truly effective in helping participants to master the four teaching competencies and also applying them directly. Evidenced by the 2 evaluation forms they have, it is clear that they show a

positive trend starting from the first demo until the program finished. They showed improved performance when they underwent their final demonstration and it proved that the SEA Teacher program was very effective in improving the teaching competencies of the participating delegates.

B. SUGGESTIONS

From the conclusions that have been written above, the resercher will flatten some suggestions to the readers that are expected to be useful for all of us.

(1) Researchers hope that we all continue to learn to awaken our confidence. Anywhere. No matter the place and time, learning self-confidence is a must for us, especially future teachers

(2) As the sixth batch of SEA Teacher alumni, the researcher also advises readers, especially English education students at UMSU, to take part in the SEA Teacher program. Researchers are very confident that you will learn a lot through the program. Not only studying, you also have the opportunity to bring a good name and make UMSU and our country, Indonesia proud.

(3) And researcher also hope that we as UMSU students, especially from the English education department, can master the four teaching competencies before we get a bachelor's degree. We must show to everyone out there that UMSU's English graduates are competent in educating the children of this nation who are expected to "Excel. Smart and Reliable"

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APPENDICES

1.Evaluation Forms

a. Amiratur Raudhah 1

6ᵗʰ BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name **Amiratur Raudhah**

Home University City **UMSU**   Country **Indonesia**

Receiving School **Valaya Alongkorn** City   Country **Thailand**

Subject TeachingGrade Level **English**   **LSS**

Evaluator Name / Mentor Name   **Ms. Anya Mudlae**

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
    4 – **Advance.**Consistently exceeds expectations
    3 – **Proficient.**Consistently meets expectations
    2 – **Basic.**Partially meets expectations
    1 – **Needs Improvement.**Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes   ☐ No

PART I: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.				✓
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.			✓	
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.			✓	

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			✓	

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

She must be strong enough when teaching and doing the reflections

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.			✓	
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.				✓
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.				✓
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.				✓

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

Please look around the classroom and not focused only front row. use the rules to control the classroom so students can give their attention.

III.   Personal Characteristics

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.			√	
2	Show initiative during exchange period.				
3	Demonstrate thoughtfulness of judgment.		√		
4	Work with enthusiasm and a positive outlook.			√	
5	Demonstrate patience.			√	
6	Demonstrate good manners, discipline, and respect.			√	
7	Develop good relations with students, peers, teachers, and administrators.				√
8	Show professionalism in all areas.		√		

Supervisor's/Mentor's signature ___Aranyafol___   Date ___August___

Cooperating Teacher's signature ___Jimmenef___   Date ___August___

STAMP ME

b.Amiratur Raudhah 2

6ᵗʰ BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name ___Amiratur Raudhah___

Home University City ___UMSU___   Country ___Indonesia___

Receiving School ___Valaya Abrykom___ City ___   Country ___Thailand___

Subject TeachingGrade Level ___English___   ___Lss___

Evaluator Name / Mentor Name ___Ms. Anya Muollae.___

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale: 4 – Advance.*Consistently exceeds* expectations
3 – Proficient.*Consistently meets* expectations
2 – Basic.*Partially meets* expectations
1 – Needs Improvement.Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes   ☐ No

PART I: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		✓		
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.		✓		
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.		✓		

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.		✓		

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

_____

_____

_____

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.		✓		
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.		✓		
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.	✓			
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.		✓		

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

So proud of your improvement during this programme. I wish u the best of luck in your future career in teaching. I only give you an advice: "just be confident. It is your key to success" و بالتوفيق

amiratur ♡

III. **Personal Characteristics**

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.		✓		
2	Show initiative during exchange period.		✓		
3	Demonstrate thoughtfulness of judgment.	✓			
4	Work with enthusiasm and a positive outlook.		✓		
5	Demonstrate patience.	✓			
6	Demonstrate good manners, discipline, and respect.	✓			
7	Develop good relations with students, peers, teachers, and administrators.	✓			
8	Show professionalism in all areas.		✓		

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____

d. Siti Rahma Hidayani Surbakti 1

Ⓑ

SEA Teacher

6th BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name _Siti Rahma Hidayani Surbakti_

Home University City _UMSU_ **Country** _Indonesia_

Receiving School _PSU_ **City** _Bayombang_ **Country** _Philippines_

Subject Teaching Grade Level _Literary Elements_ _XII_

Evaluator Name / Mentor Name _Ms. Janine Joy I. Aragon._

Directions: - This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
- 4 – Advance. *Consistently exceeds* expectations
- 3 – Proficient. *Consistently meets* expectations
- 2 – Basic. *Partially meets* expectations
- 1 – Needs Improvement. Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes   ☐ No

PART I: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.			✓	
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.		✓		
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.			✓	

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.		✓		

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

she should understand very well the materials before deliver the information t students. And please look at the students reaction. They need fresh strategies to take their attention.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.		/		
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.		/		
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.			)	
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.		/		

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

She needs improvement on communicative strategies. and she should change the way she manage the classroom to basic.

III. **Personal Characteristics**

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.	✓			
2	Show initiative during exchange period.		✓		
3	Demonstrate thoughtfulness of judgment.		✓		
4	Work with enthusiasm and a positive outlook.		✓		
5	Demonstrate patience.	✓			
6	Demonstrate good manners, discipline, and respect.			✓	
7	Develop good relations with students, peers, teachers, and administrators.		✓		
8	Show professionalism in all areas.		✓		

Supervisor's/Mentor's signature _____ Date 8/11-0

Cooperating Teacher's signature _____ Date 8/11-18

e. Siti Rahma Hidayani Surbakti 2

SEA Teacher

6ᵗʰ BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name _Siti Rahma Hidayani Surbakti_

Home University City _University of Muhammadiyah Sumatera Utara_ Country _Indonesia_

Receiving School _Pangasinan State University_ City _Bayambang_ Country _Philippines_

Subject Teaching Grade Level _Literary Elements_ _XI_

Evaluator Name / Mentor Name _Ms. Janine. Joy. L. Aragon_

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
- **4 – Advance.** *Consistently exceeds* expectations
- **3 – Proficient.** *Consistently meets* expectations
- **2 – Basic.** *Partially meets* expectations
- **1 – Needs Improvement.** Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☑ Yes ☐ No

PART I: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	/			
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.	/			
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.	/			

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	✓			

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

She did the class very well and showed a good improvement day by day. She was good to catch the attention of pupils while she's discussing the topic.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.	✓			
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.		✓		
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.	✓			
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.	✓			

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

I like the way she managed the participations of students

III.   **Personal Characteristics**

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.	✓			
2	Show initiative during exchange period.	✓			
3	Demonstrate thoughtfulness of judgment.	✓			
4	Work with enthusiasm and a positive outlook.	✓			
5	Demonstrate patience.	✓			
6	Demonstrate good manners, discipline, and respect.	✓			
7	Develop good relations with students, peers, teachers, and administrators.	✓			
8	Show professionalism in all areas.		✓		

Supervisor's/Mentor's signature _____ Date _8/29/09_

Cooperating Teacher's signature _____ Date _8/29/09_

STAMP ME

f. Rezeky Wahyuni Melati ZA 1

SEA Teacher

6th BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name _____Ms. Rezeky Wahyuni Melati ZA._____

Home University City _____UNM_____ Country ___Indonesia___

Receiving School _Pangasinan State University_ City _Bayambang_ Country _Philippines_

Subject Teaching Grade Level __Role of Sun and Moon__ 7.

Evaluator Name / Mentor Name _____Bethel P. Shoto_____

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
- **4 – Advance.** *Consistently exceeds* expectations
- **3 – Proficient.** *Consistently meets* expectations
- **2 – Basic.** *Partially meets* expectations
- **1 – Needs Improvement.** Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes ☐ No

PART 1: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.			✓	
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.			✓	
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.			✓	

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			✓	

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

The really really improvement on mapping the information while teaching in the class room. So pupil can understand the hypnosis only.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.			✓	
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.		✓		
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.		✓		
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.			✓	

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

Need improvement on 1 and 4.

PART GENERAL EEEDAIS

III. Personal Characteristics

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.		/		
2	Show initiative during exchange period.		/		
3	Demonstrate thoughtfulness of judgment.		/		
4	Work with enthusiasm and a positive outlook.		/		
5	Demonstrate patience.		/		
6	Demonstrate good manners, discipline, and respect.		/		
7	Develop good relations with students, peers, teachers, and administrators.		/		
8	Show professionalism in all areas.		/		

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____

g. Rezeky Wahyuni Melati ZA 2

SEA Teacher

6th BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name _Ms. Rezeky Wahyuni Melati ZA._

Home University City _UMM_   Country _Indonesia_

Receiving School _PSU_   City   Country _Philippines_

Subject TeachingGrade Level _Strategies on Communication_

Evaluator Name / Mentor Name _Aylel. F. Khait_

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.
- Please fill this evaluation form according the class levels and subjects that student's teacher taught.
- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**
- This evaluation form should have confirmed by the **receiving university** by stamp
- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
- **4 – Advance.**Consistently exceeds expectations
- **3 – Proficient.**Consistently meets expectations
- **2 – Basic.**Partially meets expectations
- **1 – Needs Improvement.**Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes   ☐ No

PART I: TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	✓			
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.	✓			
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.	✓			

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	✓			

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

She did excellent job to manage the classroom. She almost hit the expert level in teaching.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.	✓			
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	✓			
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.	✓			
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.		✓		

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

She impact very much on communication strategies and I am impressed on her.

III. **Personal Characteristics**

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.	√			
2	Show initiative during exchange period.	√			
3	Demonstrate thoughtfulness of judgment.	√			
4	Work with enthusiasm and a positive outlook.	√			
5	Demonstrate patience.	√			
6	Demonstrate good manners, discipline, and respect.	√			
7	Develop good relations with students, peers, teachers, and administrators.	√			
8	Show professionalism in all areas.	√			

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____

h. Rizky Maylani 1

SEA Teacher

7ᵗʰ BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name **RIZKY MAYLANI**

Home University City **U. MUHAMMADIYAH SUMATERA UTARA** Country **INDONESIA**

Receiving School **U. SAN JOSE RECOLETOS** City **CEBU** Country **PHILIPPINES**

Subject Teaching Grade Level **ENGLISH RESEARCH**

Evaluator Name / Mentor Name **HONEL**

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.

- This evaluation form should have confirmed by the receiving university by stamp

- The coordinator of sending university should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
4 – Advance. *Consistently exceeds* expectations
3 – Proficient. *Consistently meets* expectations
2 – Basic. *Partially meets* expectations
1 – Needs Improvement. Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☑ Yes ☐ No

PART I TEACHING PERFORMANCES

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		✔	✔	
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.		✔		
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.		✔		

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			✓	

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

THE STUDENTS NEED ATTENTION ON WHAT THE GOALS OF THE
LESSONS ARE. PLEASE BE SPECIFIC ON THAT.

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.			✓	
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.			✓	
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.		✓		
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.			✓	

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

OVERALL RIZKY NEEDS LITTLE TOUCH TO BE A GOOD TEACHER.
NEED TO FOCUS ON HOW STUDENTS LEARN.

III. Personal Characteristics

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to		✓		
1	Demonstrate resourcefulness.			✓	
2	Show initiative during exchange period.			✓	
3	Demonstrate thoughtfulness of judgment.			✓	
4	Work with enthusiasm and a positive outlook.		✓		
5	Demonstrate patience.		✓		
6	Demonstrate good manners, discipline, and respect.	✓			
7	Develop good relations with students, peers, teachers, and administrators.		✓		
8	Show professionalism in all areas.			✓	

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____

STAMP ME

i. Rizky Maylani 2

7ᵗʰ BATCH STUDENT TEACHER EVALUATION FORM
For use by both the cooperating teacher and university supervisor

Student Name ___RIZKY MAYLANI___

Home University City ___U. MUHAMMAD YAH___ SUMATERA Country ___UTARA INDONESIA___

Receiving School ___U. SAN JOSE RECOLETOS___ City ___CEBU___ Country ___PHILIPPINES___

Subject Teaching Grade Level ___ENGLISH RESEARCH___

Evaluator Name / Mentor Name ___LIONEL___

Directions:
- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.

- Please fill this evaluation form according the class levels and subjects that student's teacher taught.

- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**

- This evaluation form should have confirmed by the **receiving university** by stamp

- The coordinator of **sending university** should return back the form to SEAMEO Secretariat at seateacher@seameo.org

Note:
Assessment Scale:
    4 – Advance. *Consistently exceeds* expectations
    3 – Proficient. *Consistently meets* expectations
    2 – Basic. *Partially meets* expectations
    1 – Needs Improvement. Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☑ Yes   ☐ No

PART I: TEACHING PERFORMANCE

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Knowledge of Subject Matter** The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		√		
2	**Focus on Objective of the Lesson** The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.	√			
3	**Knowledge of How Students Learn** The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.		√		

	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
4	**Assessment of the Lessons** The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	√			

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

SHE HAS GOOD STRENGHTS, MASTERING SUBJECT & ACHIEVING GOALS

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	**Instructional Strategies** The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.	√			
2	**Communicative** The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	√			
3	**Classroom Management** The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.	√			
4	**Overcome Discipline Problems** The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.		√		

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

SHE CAN EXCEED THE EXPECTATIONS.

Personal Characteristics

no.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	The student teacher was able to				
1	Demonstrate resourcefulness.				
2	Show initiative during exchange period.	✓			
3	Demonstrate thoughtfulness of judgment.	✓			
4	Work with enthusiasm and a positive outlook.	✓			
5	Demonstrate patience.	✓			
6	Demonstrate good manners, discipline, and respect.	✓			
7	Develop good relations with students, peers, teachers, and administrators.	✓			
8	Show professionalism in all areas.	✓			

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____

STAMP ME

2.Interviews Result

a. Rezeky Wahyuni Melati ZA

INTERVIEW PAPER OF RESEARCH

"THE EFFECTIVENESS OF SEA TEACHER PROJECT TO IMPROVE TEACHING COMPETENCIES OF UMSU'S ENGLISH EDUCATION DELEGATES"

Researcher   : Mr.   M. Joko Mahendra
Interviewees   : Ms.   Rezeky Wahyuni Melati ZA
Batch   : 6
Host University   : Pangasinan State University
Host Countrty   : Philippines
Period of Program : August – September 2019

No.	List of Questions	Answer
1	What was your biggest motivation before joining the SEA Teacher exchange program?	*Mau ningkatin kemampuan ngajar sih, biar semakin percaya diri.*
2	Where did you get information about SEA Teacher?	*Mam Dewi, jok.*
3	Based on your words, what SEA Teacher project is?	*Pertukaran pelajar yang besar, yang bermanfaat. Bisa jadi tempat ngumpulin ide terus belajar gimana jadi guru yang sebenarnya.*

4	Do you have 4 teaching competencies (Pedagogic, Professional, Personal and Social) before join SEA Teacher project?	*Ada sih, tapi masih rendahlah. Makanya ikut ini biar belajar lagi. Apalagi pedagogik ku rendah kali aku rasa.*
5	Explain your weakness within those teachig competencies	*Aku pedagogik sama profesional, rendah kali gak tau gimana.*
6	Explain the most amazing knowledge during your SEA Teacher program	*Belajar banyak, cara ngajar, strategi-strategi baru, cara mendekatkan diri sama siswa, cara-cara belajar siswa. Banyak lah, dan bisa ku terapkan pas aku ngajar disini.*

7	Tell your weakness that you have been improved the most after completing your SEA Teacher program	*Lebih pede jok. Kaya aku bisa ngadapin siswa ku disana yang bahasa Inggrisnya udah ESL, jadi di sini yang masih EFL gampang diatasi.*
8	From 4 teaching competencies, which competence that you have improved the most?	*Pedagogik. Lebih bisa memahami materi aku, bisa tau gimana cara muridku belajar.*

9	To what extent can you master pedagogical competence after completing the SEA Teacher program	*Ya aku bisa tau cara muridku belajar, terus juga penguasaan kelas, lebih percaya diri untuk ngerangkum pelajaran.*
10	To what extent can you master personality competence after completing the SEA Teacher program?	*Jadi diri yang jauh lebih berani dan percaya sama diriku sendiri. Aku bisa ngembangin kaya semnagta keguruanku lebih, jok. Lingkungannya kan juga luar biasa kan di Filipina, jadi lebih ke penguatan diri. Banyak lah yang berubah dari aku semenjak ikut SEA Teacher.*
11	To what extent can you master social competence after completing the SEA Teacher program?	*Jauh lebih berani berinteraksi karena aku orangnya penutup kali. Bertutur kata pun udah bisa, jok.*

12	To what extent can you master professional competence after completing the SEA Teacher program?	*Aku bisa mendalami kurikulum, materi lebih luas dan dalam terus truktur-struktur metologi pembelajaran juga. Sama hubungan pembelajaran sama kemampuan dan lingkungan siswaku*
13	Based on your experience, is the SEA Teacher project effective to improve your teaching competencies?	*iya lah, jok. Banyak yang bisa dipelajari, yang dirasakan, yang dinikmati. Sekali seumur hidupkan. Banyak yang berubah lah dari aku, banyak kemampuan yang bertambah. Untuk mengajar juga jauh lebih bisa, lebih percaya diri, lebih bisa control.*
14	What is your motivation for transferring knowledge and skills into the process of learning English in Indonesia?	*Karena pengetahuan yamg didapat mudah dipahami, jadi gampang untuk nerapkannya disini. Bersyukurlah bisa diaplikasikan disini*

15	What is the impact of the SEA Teacher program on your personal development as a prospective English teacher?	*Besar lah. Pengaruhnya cukup besar. Merubah pandangan juga kan, ya kaya batu loncatan aja untuk nanti masa depan kita kan.*

The result of the interview are made with full of responsibilty of the interviewees.

Rezeky Wahyuni Melati ZA

b.Siti Rahma Hidayani Surbakti

INTERVIEW PAPER OF RESEARCH

**"THE EFFECTIVENESS OF SEA TEACHER PROJECT TO IMPROVE
TEACHING COMPETENCIES OF UMSU'S ENGLISH EDUCATION
DELEGATES"**

Researcher   : Mr.   M. Joko Mahendra
Interviewees   : Ms.   Siti Rahma Hidayani Surbakti
Batch   : 6
Host University   : Pangasinan State University
Host Countrty   : Philippines
Period of Program   : August – September 2019

No.	List of Questions	Answer
1	What was your biggest motivation before joining the SEA Teacher exchange program?	*Biar belajar lah cemana jadi guru profesional bahasa Inggris, ngembangin kemampuan*
2	Where did you get information about SEA Teacher?	*WD III kita jok, mam Dewi*
3	Based on your words, what SEA Teacher project is?	*SEA Teacher kan pertukaran pelajar yang khusus anak pendidikan, jurusan pendidikan. Tujuan utamanya ya untuk ningkatin skill ngajar*

4	Do you have 4 teaching competencies (Pedagogic, Professional, Personal and Social) before join SEA Teacher project?	*Masih rata-rata lah, enggak yang kekmana. standar*
5	Explain your weakness within those teachig competencies	*Pedagogik itu lah yang menguasai materi, kemampuan mengolah kelas. Masih bingung disitu aku kemaren.*
6	Explain the most amazing knowledge during your SEA Teacher program	*Pengalamannya, ilmu-ilmu ngajar gitu. Dikasi tau kan trik-trik ngajar yang bagus. Itulah yang bisa diambil*

7	Tell your weakness that you have been improved the most after completing your SEA Teacher program	*Kepercayaan diri lah. Karena murid-muridku kan jago bahasa Inggrisnya, disitu aku kupaksa untuk aku juga harus bisa. Ya memang bisa.*
8	From 4 teaching competencies, which competence that you have improved the most?	*Pedagogik lah jok memang yang terasa kali*

9	To what extent can you master pedagogical competence after completing the SEA Teacher program	*Trik-trik ngajarnya lah, sama cara pemahaman materi, ngembangkan materinya, Itu yang aku pelajari banyak*
10	To what extent can you master personality competence after completing the SEA Teacher program?	*Pembawaan diri aku jok yang lebih berwibawa, lebih dewasa*
11	To what extent can you master social competence after completing the SEA Teacher program?	*Bisa bersosialisasi yang baik lah sama guru-guru, gak takut nibrung gitu. Terus cara ngomong juga kan jadi lebih santun karena disana yang dihadapi orang-orang tinggi semua*

12	To what extent can you master professional competence after completing the SEA Teacher program?	*Kurikulum Filipina kan payah kali kan, itu aku bisa paham lah. Jadi yang di Indonesia ini kaya jauh lebih mudah*
13	Based on your experience, is the SEA Teacher project effective to improve your teaching competencies?	*iya lah, jok. Banyak yang bisa dipelajari, yang dirasakan, yang dinikmati. Sekali seumur hidupkan. Banyak yang berubah lah dari aku, banyak kemampuan yang bertambah. Untuk mengajar juga jauh lebih bisa, lebih percaya diri, lebih bisa control.*
14	What is your motivation for transferring knowledge and skills into the process of learning English in Indonesia?	*Karena pengetahuan yamg didapat mudah dipahami, jadi gampang untuk nerapkannya disini. Bersyukurlah bisa diaplikasikan disini*

15	What is the impact of the SEA Teacher program on your personal development as a prospective English teacher?	*Kalo ke aku sih banyak lah dampaknya, banyak yang didapat. Aku pun banyak belajar.*

The result of the interview are made with full of responsibilty of the interviewees.

Siti Rahma Hidayani Surbakti

c. Amiratur Raudhah

INTERVIEW PAPER OF RESEARCH

"THE EFFECTIVENESS OF SEA TEACHER PROJECT TO IMPROVE TEACHING COMPETENCIES OF UMSU'S ENGLISH EDUCATION DELEGATES"

Researcher   : Mr. M. Joko Mahendra
Interviewees   : Ms. Rezeky Wahyuni Melati ZA
Batch   : 6
Host University : Pangasinan State University
Host Countrty   : Philippines
Period of Program : August – September 2019

No.	List of Questions	Answer
1	What was your biggest motivation before joining the SEA Teacher exchange program?	*Mau ningkatin kemampuan ngajar sih, biar semakin percaya diri.*
2	Where did you get information about SEA Teacher?	*Mam Dewi, jok.*
3	Based on your words, what SEA Teacher project is?	*Pertukaran pelajar yang besar, yang bermanfaat. Bisa jadi tempat ngumpulin ide terus belajar gimana jadi guru yang sebenarnya.*

4	Do you have 4 teaching competencies (Pedagogic, Professional, Personal and Social) before join SEA Teacher project?	*Ada sih, tapi masih rendahlah. Makanya ikut ini biar belajar lagi. Apalagi pedagogik ku rendah kali aku rasa.*
5	Explain your weakness within those teachig competencies	*Aku pedagogik sama profesional, rendah kali gak tau gimana.*
6	Explain the most amazing knowledge during your SEA Teacher program	*Belajar banyak, cara ngajar, strategi-strategi baru, cara mendekatkan diri sama siswa, cara-cara belajar siswa. Banyak lah, dan bisa ku terapkan pas aku ngajar disini.*

7	Tell your weakness that you have been improved the most after completing your SEA Teacher program	*Lebih pede jok. Kaya aku bisa ngadapin siswa ku disana yang bahasa Inggrisnya udah ESL, jadi di sini yang masih EFL gampang diatasi.*
8	From 4 teaching competencies, which competence that you have improved the most?	*Pedagogik. Lebih bisa memahami materi aku, bisa tau gimana cara muridku belajar.*

9	To what extent can you master pedagogical competence after completing the SEA Teacher program	*Ya aku bisa tau cara muridku belajar, terus juga penguasaan kelas, lebih percaya diri untuk ngerangkum pelajaran.*
10	To what extent can you master personality competence after completing the SEA Teacher program?	*Jadi diri yang jauh lebih berani dan percaya sama diriku sendiri. Aku bisa ngembangin kaya semnagta keguruanku lebih, jok. Lingkungannya kan juga luar biasa kan di Filipina, jadi lebih ke penguatan diri. Banyak lah yang berubah dari aku semenjak ikut SEA Teacher.*
11	To what extent can you master social competence after completing the SEA Teacher program?	*Jauh lebih berani berinteraksi karena aku orangnya penutup kali. Bertutur kata pun udah bisa, jok.*

12	To what extent can you master professional competence after completing the SEA Teacher program?	*Aku bisa mendalami kurikulum, materi lebih luas dan dalam terus truktur-struktur metologi pembelajaran juga. Sama hubungan pembelajaran sama kemampuan dan lingkungan siswaku*
13	Based on your experience, is the SEA Teacher project effective to improve your teaching competencies?	*iya lah, jok. Banyak yang bisa dipelajari, yang dirasakan, yang dinikmati. Sekali seumur hidupkan. Banyak yang berubah lah dari aku, banyak kemampuan yang bertambah. Untuk mengajar juga jauh lebih bisa, lebih percaya diri, lebih bisa control.*
14	What is your motivation for transferring knowledge and skills into the process of learning English in Indonesia?	*Karena pengetahuan yamg didapat mudah dipahami, jadi gampang untuk nerapkannya disini. Bersyukurlah bisa diaplikasikan disini*

15	What is the impact of the SEA Teacher program on your personal development as a prospective English teacher?	*Besar lah. Pengaruhnya cukup besar. Merubah pandangan juga kan, ya kaya batu loncatan aja untuk nanti masa depan kita kan.*

The result of the interview are made with full of responsibilty of the interviewees.

Rezeky Wahyuni Melati ZA

e. **Rizky Maylani**

INTERVIEW PAPER OF RESEARCH

"THE EFFECTIVENESS OF SEA TEACHER PROJECT TO IMPROVE TEACHING COMPETENCIES OF UMSU'S ENGLISH EDUCATION DELEGATES"

Researcher   : Mr.   M. Joko Mahendra
Interviewees   : Ms.   Siti Rahma Hidayani Surbakti
Batch   : 6
Host University   : Pangasinan State University
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No.	List of Questions	Answer
1	What was your biggest motivation before joining the SEA Teacher exchange program?	*Biar belajar lah cemana jadi guru profesional bahasa Inggris, ngembangin kemampuan*
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3	Based on your words, what SEA Teacher project is?	*SEA Teacher kan pertukaran pelajar yang khusus anak pendidikan, jurusan pendidikan. Tujuan utamanya ya untuk ningkatin skill ngajar*

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7	Tell your weakness that you have been improved the most after completing your SEA Teacher program	*Kepercayaan diri lah. Karena murid-muridku kan jago bahasa Inggrisnya, disitu aku kupaksa untuk aku juga harus bisa. Ya memang bisa.*
8	From 4 teaching competencies, which competence that you have improved the most?	*Pedagogik lah jok memang yang terasa kali*

9	To what extent can you master pedagogical competence after completing the SEA Teacher program	*Trik-trik ngajarnya lah, sama cara pemahaman materi, ngembangkan materinya, Itu yang aku pelajari banyak*
10	To what extent can you master personality competence after completing the SEA Teacher program?	*Pembawaan diri aku jok yang lebih berwibawa, lebih dewasa*
11	To what extent can you master social competence after completing the SEA Teacher program?	*Bisa bersosialisasi yang baik lah sama guru-guru, gak takut nibrung gitu. Terus cara ngomong juga kan jadi lebih santun karena disana yang dihadapi orang-orang tinggi semua*

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14	What is your motivation for transferring knowledge and skills into the process of learning English in Indonesia?	*Karena pengetahuan yang didapat mudah dipahami, jadi gampang untuk nerapkannya disini. Bersyukurlah bisa diaplikasikan disini*

15	What is the impact of the SEA Teacher program on your personal development as a prospective English teacher?	*Kalo ke aku sih banyak lah dampaknya, banyak yang didapat. Aku pun banyak belajar.*

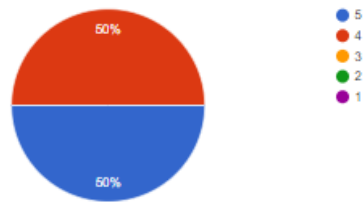The result of the interview are made with full of responsibilty of the interviewees.

Siti Rahma Hidayani Surbakti

3. Questioner
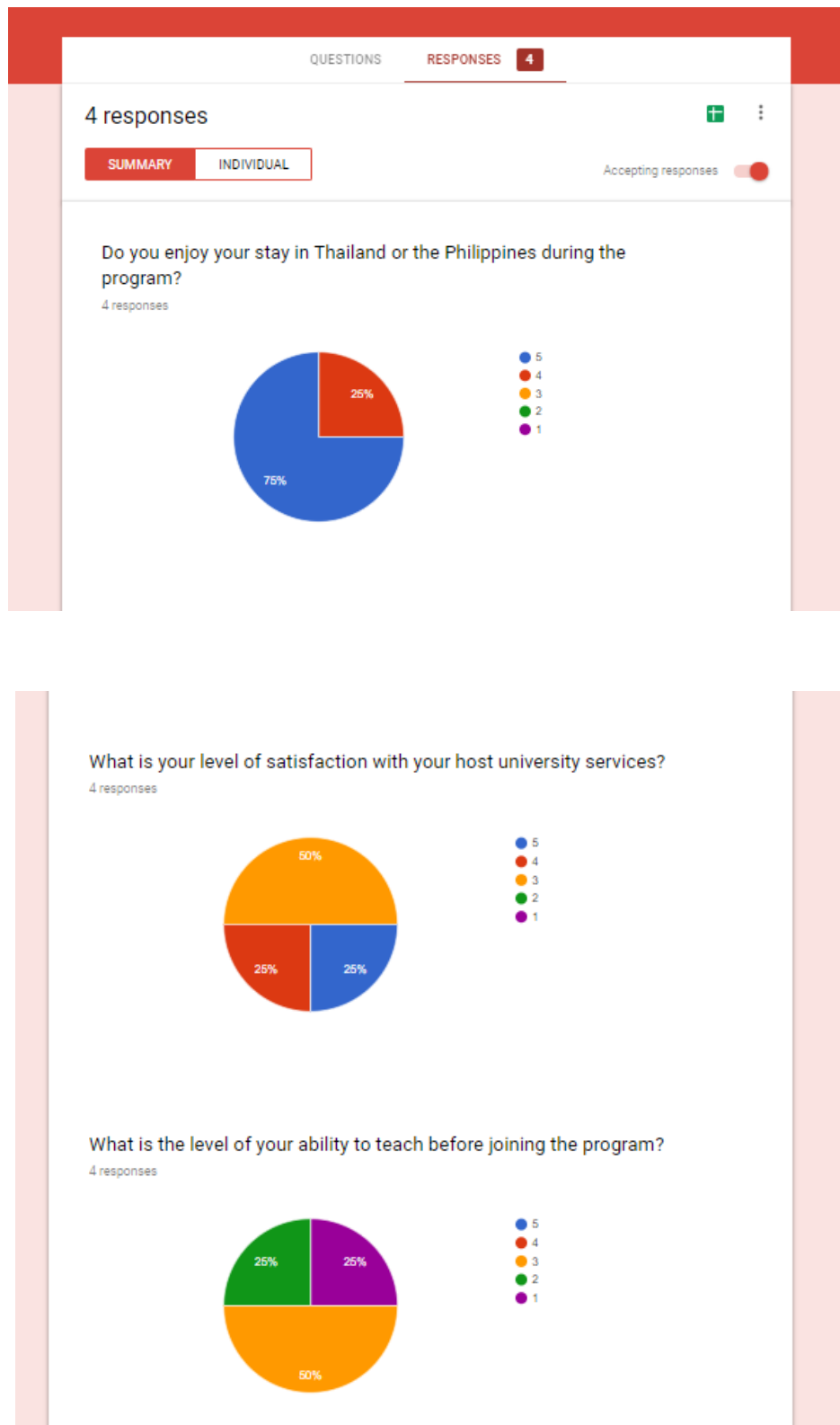
## What is the level of your ability to teach after joining the program?
4 responses

- 5
- 4
- 3
- 2
- 1

50%

50%

After completing the SEA Teacher program, what is your pedagogical competency level?
4 responses

- 5
- 4
- 3
- 2
- 1

50%

50%

After completing the SEA Teacher program, what is your professional competency level?
4 responses

- 5
- 4
- 3
- 2
- 1

75%

25%

After completing the SEA Teacher program, what is your social competency level?
4 responses

- 5
- 4
- 3
- 2
- 1

25%

75%
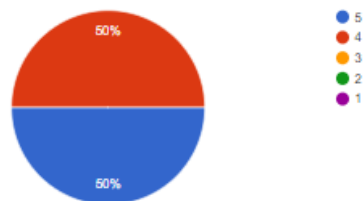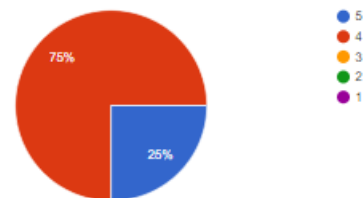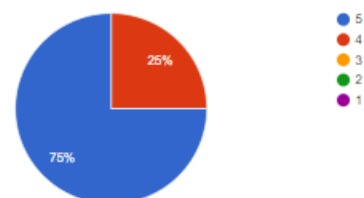
After completing the SEA Teacher program, what is your personality competency level?

4 responses

What is the level about the effectiveness of SEA Teacher project towards 4 teaching competencies?

4 responses

What is the level about your willingness to suggest the program to your successors?

4 responses