

Conference Paper

Internship Students' Comprehension of Pedagogic Competency and of the Learning Theory of Liberating Learning

Christina Ismaniati, C. Asri Budiningsih, and Monika Sidabutar

Faculty of Education, Universitas Negeri Yogyakarta

ORCID:

Christina Ismaniati: <https://orcid.org/0000-0002-9198-1144>

Abstract

Indonesian education is challenged with low quality teacher training program management, outdated pedagogy of teaching and learning, a lack of teaching resources, no professional development follow-up for recently certified teachers, a lack of quality control of graduates who enter teacher training courses, and a lack of rigor in teacher training programs. In order to upgrade the quality of education, the government issued a Circular Letter of The Freedom of Learning Policy. This study aimed to determine students' comprehension of the pedagogic competency and learning theory that liberates learners, which could be used as a basis in developing learning models to accommodate the Policy of Freedom of Learning. The research was a descriptive study with a quantitative approach, and 238 internship students were included who were randomly selected from 7 faculties. The data were collected online using tests and questionnaires. It was found that the mean score of students' comprehension of pedagogical competency was 41.66, which can be considered low. The mean score of their comprehension of liberating learning theory was 51.43 which can be considered high. In addition, it was found that they agreed with the idealism of the educational leaders about liberating learning; this mindset was developed through taking a Learning Strategy course, Learning Theory course or both. The results of this study can be used to help develop liberating learning models for students.

Keywords: comprehension, pedagogic competency, liberating learning theory, liberating learning

Corresponding Author:

Christina Ismaniati

Christina_ismaniati@uny.ac.id

Published: 29 December 2021

Publishing services provided by
Knowledge E

© Christina Ismaniati et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

The field of education is now facing the advancement of technology, a much more effective, efficient, and even interesting work system that is sweeping all sectors of the labor market. If this situation is not anticipated, there will be a wide gap between education and the needs of society and industry as well as employment opportunities [14]. Educational institutions that continue to improve their quality are able to produce graduates with the ability to face the dynamic society and rapid development of technology [3]. Education needs to be managed to produce graduates possessing skills

OPEN ACCESS

needed in the 21st century, namely being able to learn and innovate, think critically, solve problems, work creatively, and have creativity, as well as communication and collaboration skills. Students need to master digital literacy including information, media, and technology literacies. Moreover, they must have life skills, namely flexibility, adaptability, initiative, independence, ability to interact across socio-culture, productivity, accountability, leadership, and a sense of responsibility. Besides, students must have strong moral characters, such as love for the country, noble values, honesty, fairness, empathy, compassion, respect, simplicity, forgiveness, and humility.

In order to achieve those objectives, quality education and learning programs are needed. However, the quality of education in Indonesia is still relatively low compared to other countries including those in Asia. Some of the challenges are low quality of teacher training program management, outdated pedagogy of teaching and learning, lack of teaching resources, no follow up professional development of recently certified teachers, lack of quality control on graduates who enter teacher training courses, and lack of rigor in teacher training program [18]. These problems are initiated by assumptions underlying educational and learning programs. The assumptions are somehow inconsistent with the nature of learning, the nature of those who learn, and the nature of those who teach. Another challenge in education is realizing the process of liberating education. The liberating process reflects that learning is at the initiative of students. It contains the recognition of students' rights to learn according to their characteristics.

One of the prerequisites for the realization of liberating learning is the existence of diverse learning by eliminating uniformity of curriculum, learning strategies, teaching materials, and learning evaluation. These are all challenges for teachers to equip students with a variety of knowledge to accommodate the mentioned needs. According to the Ministry of Education and Culture of the Republic of Indonesia policy, the concept of liberating learning is a perfect idea. Thus, it should be fully accepted, as it is in accordance with society's needs. Liberating learning lets students become more creative, think critically, and be more innovative [13]. The concept of how to liberate students in learning has been studied in various pedagogic knowledge and learning theories, such as constructivism and humanism theories. Various ideas about liberating learning are proposed by Paulo Freire, Ivan Illich, Ki Hajar Dewantara, Ahmad Dahlan, Driyarkara, Mangunwijaya, T. Raka Joni, Nyoman Degeng, Sofian Effendi, RA Kartini, Anita Lie, HAR Tilaar, Bahrudin, etc.

This study emphasized on how pedagogy and learning theories should be used as a basis for developing models and programs for independent learning in order to respond

to this disruption era. As educational expert stressed that liberating learning are the answer to the industrial demand of the century generation abilities should have such as fast learner and innovative, think critically, work creatively, having communication and problem-solving skills, collaborative, and also master digital literacy including information literacy, media literacy, and technological literacy. UNY as a Teacher Training Institution generating teachers and educational personnel is responsible for generating professionals. In order to meet the demands, student teacher should possess sufficient skills.

This study aims to examine the level of student pedagogic knowledge before joining the teacher internship program and investigate the student comprehension about learning theories facilitating “Liberating Learning”. The learning theories measured in this study are limited to constructivism and humanistic. In addition, this study also accentuated on students’ attitudes towards liberating learning and how they connected to various learning theories and strategies. The result of this study will be served as the basis to develop liberating learning models for students.

2. Related Works/Literature Review

2.1. Liberating Pedagogic Competency

Republic of Indonesia Law No. 14/2005 on Teachers and Lecturers, article 1 paragraph 2, stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at all levels of formal education. Certain competencies in the forms of knowledge, skills, and behaviors must be possessed, internalized, and controlled by teachers in carrying out professional duties. It also states that teachers should master pedagogic, personality, social, and professional competencies. Pedagogic competency is the ability to manage to learn including designing lesson plans, implementing lesson plans, evaluating learning outcomes, and teaching students to actualize their various potentials. Moreover, this competency includes (1) knowing student characteristics, (2) mastering learning theories and principles of educational learning, (3) developing curriculum, (4) conducting educational learning activities, (5) developing student potentials, (6) communicating with students, and (7) assessing and evaluating.

Teachers need to shift their views or paradigms from the concept of teaching to learning. The meaning of teaching as the process of giving stimulus of knowledge as much as possible or the process of delivering materials should change into the process

of managing the learning environments and methods to create learning processes according to the abilities and potential of each student [1]. Besides, teachers also need to show their recognition of the dignity of students, respect their abilities and characteristics, there is no coercion, mutual acceptance, not repressive and racist, there is freedom of choice, not discriminatory, there is justice and responsibility, respect other people's idea, can live together in differences, and learners are active in development according to their conditions and characteristics. To teach slow learner students, teachers need to challenge themselves to master differentiated learning to plan, manage, and assess learning by paying attention to the diversity of student characteristics through curriculum modification, learning accommodation, use of various methods and media. [19].

Teachers need to possess an understanding of learning democracy which is characterized by the diversity of behavior and abilities of students, differences in the uniqueness of each need to be respected, the socio-cultural context and backgrounds of students are also different. Therefore, democratization through learning settings is indispensable [18]. Democratic learning will challenge students to do new things, be fun, encourage exploration, provide successful experiences, and develop thinking skills [13]. In other words, teacher should present in their world and bring their world to us and deliver our world to theirs. The further they enter their world; the further influence can be exerted on them to achieve their goals. Various media or quality learning resources are needed to support the learning process according to their choice. Media or learning resources are said to be of quality if (1) can create meaningful learning experiences, (2) are able to facilitate interaction between students and teachers, among students, students and competent people, as well as students with the surrounding environment, (3) can enrich the learning experience, (4) be able to change the learning atmosphere from passive learners and teachers as the only learning source, become students actively discussing and exploring seeking information and experiences through various sources [10]. The number of rules results in the loss of student learning initiatives, filled with fear (defense-mechanism), loss of freedom of action and self-control so that growth in learning does not occur where the learners are not liberated to learn.

2.2. Liberating Learning Theory

Constructivism learning theory views that a person independently constructs knowledge about objects and events in his life, in which the process is equipped with learning tools to help him understand. Knowledge is not a collection of existing facts being studied. It is a cognitive construction made by a person regarding objects, experiences,

and environments which at any time reorganized because of new comprehensions. When teachers intend to transfer concepts, ideas, and knowledge to students, those concepts, ideas, and knowledge are interpreted and constructed by students through their experiences and knowledge [11].

The constructivist paradigm views students as individuals possessing prior knowledge in their cognitive structures before learning something [4]. Learning is not a one-way process of obtaining information. It is a meaning-making process that goes through the processes of assimilation and accommodation which leads to cognitive structure development. Therefore, learning management should focus on how students process their ideas. Students must be active in doing activities, thinking, drafting concepts, and making meaning of things being studied [2]. Teachers can and must take the initiative to organize an environment that provides optimal opportunities for learning to occur. However, what ultimately determines the realization of learning is students' own intention to learn. In other words, students take full control of learning. Learning environments support the development of views and interpretation of reality, knowledge construction, and other activities based on experience. Learning is not merely a transferring process but rather a co-construction of new knowledge or meaning with all parties involved such as peers and teachers [16]. This raises the idea of trying to evaluate his learning.

According to humanistic theory, the learning process must be initiated and aimed at the benefit of humanizing humans, therefore learning is abstract and somehow closer to the fields of philosophy, personality psychology, and psychotherapy than to the field of learning psychology [8]. Humanistic theory prioritizes the content of what being learned instead of the learning process. This learning theory tends to focus more on educational concepts to shape the idealized human being and the ideal forms of the learning process. In other words, this theory is more interested in comprehension learning in its most ideal form rather than comprehension of the learning process as it is as has been studied by other learning theories. In practice, this humanistic theory can also be seen in the learning approach proposed by David Ausubel. His view on "Meaningful Learning" which also belongs to this cognitive stream shows that learning is meaningful assimilation. The material being studied is assimilated and connected to the knowledge that has been previously owned. Motivation and emotional experiences are important factors in learning because there will be no assimilation of new knowledge in someone's cognitive competency if there the learners are not motivated to learn. This theory shows that any learning theory can be utilized (eclectic), as long as the goal of humanizing is to achieve self-actualization, self-comprehension, and self-realization optimally.

There are many humanistic figures, including Carl R. Rogers who is famous for his views on liberating learning. Abraham H. Maslow is famous for his theory of basic human needs. Then, David A. Kolb is famous for his four-stage learning. Honey and Mumford are known for the student category. At last, Hubermas is known for three types of learning, and Benyamin S. Bloom and Krathwohl are famous for their Bloom's taxonomy. Humanistic theory helps teachers understand the direction of learning in a broader dimension so that any learning effort and context will always be directed and carried out to achieve its goals. Although this theory is difficult to put into practical and operational learning steps, it has many contributions. The formulated ideas, concepts, taxonomies help teachers understand the nature of human psychology. Moreover, they can help teachers decide learning components, for example, objectives, materials, learning strategies, learning media, and evaluation instruments. In fact, humanistic theory tends to guide students to inductive thinking which prioritizes experiences and involves students' active participation in learning.

2.3. Liberating Learning According to Education Experts

Various opinions about the concept of liberating learning are from Paulo Freire, Ivan Illich, Ki Hajar Hewantara, Ahmad Dahlan, Driyarkara, Mangunwijaya, T. Raka Joni, Nyoman Degeng, Sofian Effendi, R.A Kartini, Anita Lie, H.A.R. Tilaar, Bahrudin, and others. Paulo Freire argues that education should become an arena for human liberation leading them to find themselves. By doing so, a person can then critically face the reality around him and creatively be able to change his world [7]. Then, according to Freire, humans are the center and subject of education, so there needs to be a dialogue between humans. The dialogue must be based on sensitivity to each person's ability to find him/herself.

Liberating learning is a process in which teachers coordinate students to recognize and critically describe real life. Its' opposite is merely a knowledge transfer done like giving recipes. Dialogic education is an effort to acquire knowledge through a process that should be tested in real life. Therefore, what should happen in the learning process is teachers learn from students and students learn from teachers. Teachers should engage and stimulate students' critical thinking and give respect to each of them. The problem-posing approach is carried out by exploring problems in the environment and life. Critical, creative, and innovative thinking can develop when students face challenges.

Ivan Illich's Deschooling Society (Free from School) argues that most people's rights to learn are limited to the obligation to go to school although, in fact, learning is an activity that requires no people manipulation. Most knowledge is not resulted from teaching-learning processes at schools since it is resulted from free participation of meaningful problems in life. Educated people tend to underestimate other experiences that cannot be measured because they are considered unimportant. Schools become an alliance (alienation) that is no longer associated with reality, and the world of work is no longer associated with creativity. A good education system should provide opportunities for students to take advantage of learning resources, learning time, and methods, as well as peers and teachers.

According to Ki Hadjar Dewantara, any place may become a school, and anyone may become a teacher. This is in line with Illich's theory. Environments needed for learning are those providing the freedom to collectively develop in free space [12]. The purpose is to develop student independent character and organize various concrete and innovative models and methods. Romo Mangunwijaya said that education should become an effort to lead students, the nation, and even humankind towards self-maturation, emancipation, independence, humanism, responsibility. An intelligent nation must be free from various problems and poverty. Development must liberate society in its true sense. Mangunwijaya stated that the 21st century is an era ruled by industrial laws and the tough network system of information. Therefore, people should possess not only intelligence and skills but also characters, identity, self-involvement, and social responsibility.

Education must be able to generate individuals who are intelligent, skilled, and honest. They should also possess piety, solidarity, and responsibility for self-involvement. Education is directed at the emancipation process of learners. This aims to generate human explorers who like to seek, ask questions, and have adventures. It is believed that people who ask have a higher level than those who are good at answering existing questions. Then, it aims to generate creative humans because they are reformers, open-minded and independent, critical, rich in imagination and fantasy, and not easily give up on fate. At last, it aims to generate integral humans who are aware of the multidimensionality of life. They are able to understand the possibility of alternative paths and are clever in making choices based on correct considerations. In addition, they know the diversity of life but are able to integrate them into a simple framework.

3. Material & Methodology

3.1. Data

The data were collected online from August to September 2020 by using instruments tests and questionnaires. The instruments were randomly distributed to 700 students who were participating in the internship program in seven faculties. There were 20 test items to measure pedagogic competency of liberating learning and 20 questions on liberating learning theories, namely constructivism and humanistic theories. Meanwhile, the questionnaire consisted of 20 items to measure student attitudes toward educational figures' idealism about liberating learning. The instrument was developed in accordance with Friedenberg's theory stated in his book entitled *Psychological Testing: Design, Analysis, and Use* (pages 11–15). It is mentioned that a good instrument must meet the requirements of design properties and psychometric properties. The four basic requirements for design properties are: (1) a clearly defined purpose, (2) a specific and standard content, (3) a standardized administration procedure, and (4) a set of scoring rules. Meanwhile, three important things that are included in the psychometric properties are (1) reliability, (2) validity, and (3) item analysis.

In order to meet the requirements, the researchers developed 30 questions to measure the comprehension of pedagogic competency of liberating learning and 30 questions to measure the comprehension of liberating learning theories. Moreover, there were 30 statements that measured how internship students' attitudes toward the ideals of educational figures related to "liberating learning." The developed instruments were presented to find suggestions from education experts. This was done for the sake of content validation that provided rational judgment or professional judgment regarding the suitability of the questions/statements provided with the area of the object to be explored or the extent to which the content reflected the characteristics of the attributes to be measured. In addition to covering the content area of the object to be measured, it must also contain relevant questions/statements. The judges including the researchers worked independently to produce a score/scale determined based on the highest agreement from the judges. Based on the seminar and experts' judgment, 20 questions were developed to measure pedagogic competency of liberating learning, 20 test items were developed to measure comprehension of learning theories to facilitate liberating learning, and 20 statements were developed to measure the students' attitude toward education figures idealism regarding liberating learning. Instruments that meets the mentioned requirements were distributed online through email and other messenger

platforms. It was randomly distributed to 700 internship students of education study programs from 7 faculties of one of Indonesian universities. A total of 238 (34%) responses were collected from 24 respondents from the Language and Arts Faculty (8%), 12 respondents from the Faculty of Economics (5%), 39 respondents from the Faculty of Sport Sciences (16.4%), 78 respondents from the Faculty of Educational Sciences (32.8%), 34 respondents from the Faculty of Social Sciences (14.4%), 27 respondents from the Faculty of Mathematics and Natural Sciences (11.4%), and 28 respondents from the Faculty of Engineering (11.9%).

3.2. Method

All data were analyzed using quantitative descriptive techniques. Quantitative analysis using means and percentages (trends) to obtain a picture of the trends that occur. Qualitative data analysis through the steps, (1) abrupt data, (2) data coding, (3) data selection, (4) data recording and data organization, (5) quantitative analysis, (6) qualitative analysis and, (7) interpretation of results.

TABLE 1: Guidelines for the conversion of quantitative data to qualitative data.

Range	Comprehension's category
$X > 74,9$	Very high
$49,9 < X \leq 74,9$	High
$24,9 < X \leq 49,9$	Low
$0 < X \leq 24,9$	Very low

The final assessment criteria for quantitative data are obtained based on the results of the conversion of quantitative data to qualitative data with a scale of 4 as presented at Table 1.

4. Results and Discussion

4.1. Result

Instruments that have met Friedenbergs requirements were distributed randomly to 700 internship students of educational study programs from 7 faculties of UNY, which were responded by 238 students (34%). They were consisting of 24 respondents (8%) from the Faculty of Languages and Arts (FBS), 12 respondents (5%) from the Faculty of Economics (FE), 39 respondents (16.4%) from the Faculty of Sport Sciences (FIK), 78 respondents (32.8%) from the Faculty of Educational Sciences (FIP), 34 respondents (14.4%) from the

Faculty of Social Sciences (FIS), 27 respondents (11.4%) from the Faculty of Mathematics and Natural Sciences, and 28 respondents (11.9%) from the Faculty of Engineering. The 238 respondents have provided complete data for their comprehensions of liberating learning pedagogical competence, learning theory, attitudes towards idealistic thinking of educational figures about liberating learning, and learning experiences that the respondents participated in recognizing liberating learning strategies and models.

4.1.1. The results of measuring pedagogic competency of liberating learning

Based on the results of statistical analysis using the IBM SPSS Version 27 program, it is known that the sample members (238 respondents) provided data according to the given instrument as can be presented in Table 2 and Table 3. The data is then analyzed statistically using the same program to determine the mean value (tendency) of internship students' comprehension of the pedagogical competence that are presented in Table 2.

TABLE 2: Internship students' comprehension tendencies of pedagogical competency

Statistics		
N	Valid	238
	Missing	0
Mean		41.66
Median		42.50
Mode		45
Minimum		10
Maximum		80

Referring to Table 2, it is known that the mean value or tendency of students' comprehension towards the pedagogical competency is 41.66 with a minimum score of 10 and a maximum score of 80. The median score is 42.50 and the mode score is 45. It means students' comprehension was in the "low" category. Based on the graph in Figure 1 and Table 3, it can be seen that 58.8% (rounded to 59%) or as many as 140 internship students have pedagogic competence comprehension level in the low category with the average score possessed is 41.66 with the range of scores obtained was between 25-49.

TABLE 3: Level of Internship students' comprehension of pedagogical competency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	20	8.4	8.4	8.4
	Low	140	58.8	58.8	67.2
	High	74	31.1	31.1	98.3
	Very High	4	1.7	1.7	100.0
	Total	238	100.0	100.0	

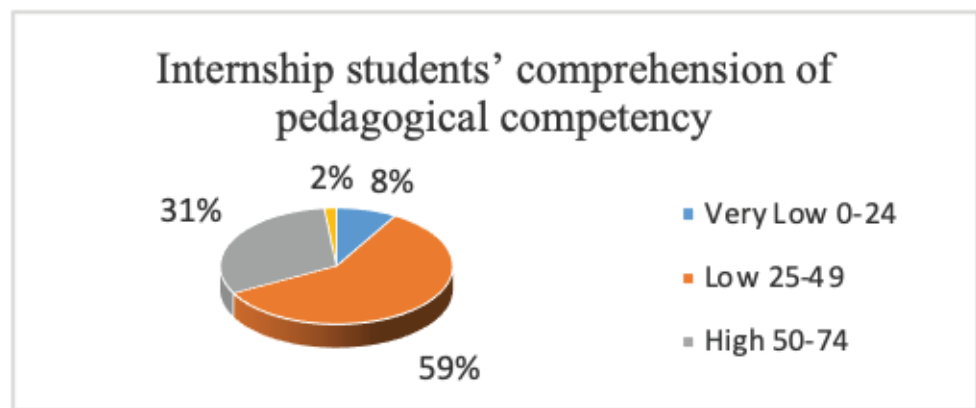


Figure 1: Level of students' comprehension of the pedagogic competency

The understanding level of pedagogic competence in the high category (score range 50-74) was achieved by 31% internship students or 74 people, while 2% were obtained a very high understanding score (or 4 people), and those other 8% (or 20 people) were in the very low category.

4.1.2. The results of measuring comprehension of liberating learning theory

Based on the results of the Liberating Learning Theory Comprehension Test which was given to 238 respondents, presented in Table 5.

The students' comprehension tendency of liberating learning theories were analyzed statistically descriptive with the IBM SPSS Version 27 program presented in Table 4. According to Table 4, it is known that the mean value or tendency of students' comprehension towards the liberating learning theory is 51.43 with a minimum score of 0 and a maximum score of 85. The median score is 52.50 and the mode score is 55.00. It means students' comprehension of liberating learning theory was in the "high" category. Based on the results of the analysis or calculation in Table-5, it can be seen

TABLE 4: Internship Students' comprehension tendency of liberating learning theory

Statistics		
N	Valid	238
	Missing	0
Mean		51.43
Median		52.50
Mode		55
Minimum		0
Maximum		85

TABLE 5: Internship Students' comprehension level of liberating learning theory

		Statistics			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Very Low	10	4.2	4.2	4.2
	Low	78	32.8	32.8	37.0
	High	127	53.4	53.4	90.3
	Very High	23	9.7	9.7	100.0
	Total	238	100.0	100.0	

that there are 127 (or 53.4%) respondents who have a “high” level of comprehension of liberating learning theory, even though there are 32.8% in the “low” category. There are also 27 respondents (or 9.7%) who have the “very high” understanding of learning theory. Conversely, there are also those who understand the theory of learning at a “very low” level of 4.2%.

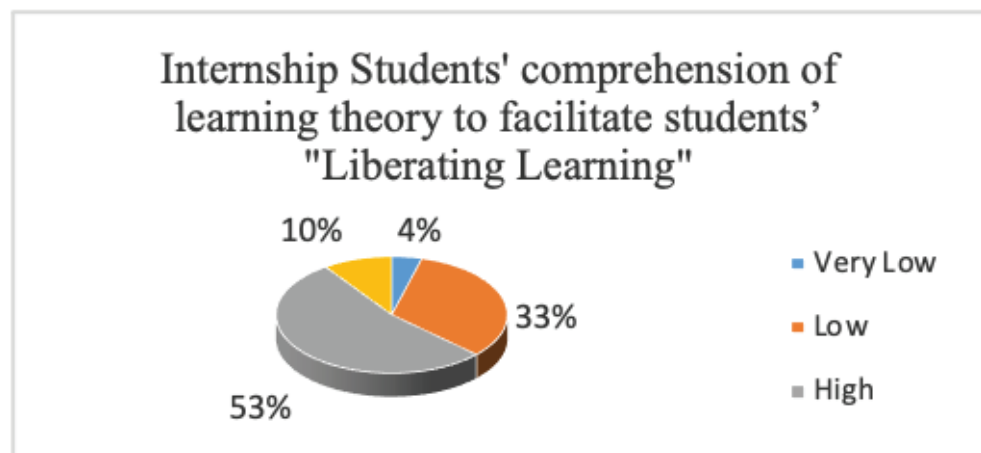


Figure 2: Level of internship students' comprehension of learning theory

The research data also presented in in Figure 2. It appears that internship students are evenly distributed in each category, but more students have been successful enough

to comprehend the learning theory with the tendency to have a high understanding of learning theory (between 50-74) as many as 53% of students.

4.1.3. The result of measuring student attitude toward educational figures idealism about liberating learning

Data about the internship students' attitudes towards the idealism of educational leaders regarding "liberating learning" was obtained using a questionnaire/attitude scale with a total of twenty (20) items. Students' attitude variables are divided into four categories, namely: strongly disagree, disagree, agree, and strongly agree. The score of the students' attitudes for "strongly disagree" was given a score of one (1), the "disagree" attitude was given a score of two (2), the attitude of agreeing was given a score of three (3) and the attitude "strongly agree" is given a score of four (4), so the total attitude score obtained by each respondent will be in the range of 20-80.

TABLE 6: Internship students' attitude towards the idealism of educational regarding "Liberating Learning"

		Statistics			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Strongly Disagree	1	.4	.4	.4
	Disagree	41	17.2	17.2	17.6
	Agree	138	58.0	58.0	75.6
	Strongly Agree	58	24.4	24.4	100.0
	Total	238	100.0	100.0	

Based on the data collected from 238 respondents, the frequency of internship students' attitudes towards the idealism of educational leaders regarding "Liberating Learning" presented in Table 6. It was found that most of the internship students was "agree" with a frequency of 138 people or 58%. Meanwhile, one (1) person or 4% shown the attitude of "strongly disagree". There were 41 respondents or 17.2% who stated that they "disagreed", while relatively many respondents who stated "strongly agree" were also 58 people or 24.4%.

The results of the quantitative analysis with the IBM SPSS Version 27 Program towards central tendencies of internship students' attitudes towards idealism of the educational leaders, can be seen in Table 7.

Based on the data in table 7, the mean score of the respondents' attitudes are 61.68. While the median and mode scores are the same, namely 60.00. In order to determine the tendency of internship students' attitudes, it is necessary to use the

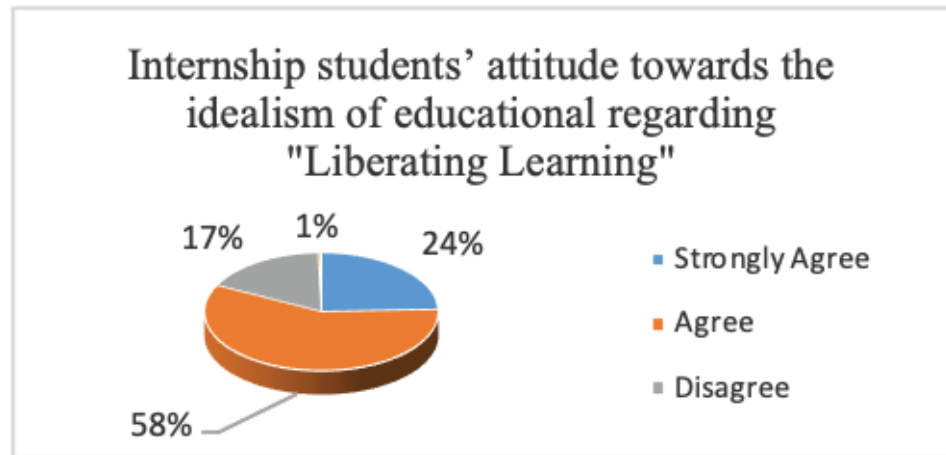


Figure 3: Internship students' attitudes towards the idealism of educational leaders about "Liberating Learning"

TABLE 7: Internship students' attitude tendency towards the idealism of educational regarding "Liberating Learning"

Statistics		
N	Valid	238
	Missing	0
Mean		61.68
Median		60.00
Mode		60
Minimum		30
Maximum		80
Sum		14680

TABLE 8: Attitude tendency category class based on the Sturgess' rules

Range	Category
$20 \leq X < 35$	<i>Strongly Disagree</i>
$35 \leq X < 50$	<i>Disagree</i>
$50 \leq X < 65$	<i>Agree</i>
$65 \leq X \leq 80$	<i>Strongly Agree</i>

attitude categories that have been determined based on the Sturgess' rules with the attitude tendency category class as follows. Referring to Table 8, it can be explained that the mean score attitude of internship students towards the thoughts / ideals of educational leaders about liberating learning is 61.68, which means they are included in the "Agree" category. Thus, they tend to or have an "agree" attitude towards the opinions, ideas, idealism, or thoughts of educational leaders about liberating learning.

4.1.4. The result of measuring student knowledge of learning strategies and theories

Table 9 presented how internship students known and gained knowledge or understanding of learning models and strategies.

TABLE 9: Internship students' learning experiences of learning strategies and models

		Statistics			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have attended a learning strategy course	89	37.4	37.4	37.4
	Have attended a learning theory course	50	21.0	21.0	58.4
	Have attended both learning strategy and learning theory course	88	37.0	37.0	95.4
	Others	11	4.6	4.6	100.0
	Total	238	100.0	100.0	

It appears that the process of the students' comprehension of the learning model and strategy of learning through several options, by attending the Learning Strategy course, attending the Learning Theory course, attending the Learning Strategy and Learning Theory courses, and others.

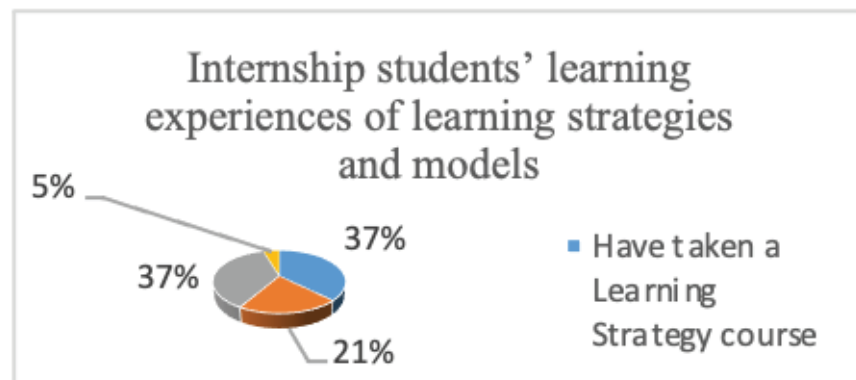


Figure 4: Internship students' learning experiences of learning strategies and models

There were 89 people or 37.4% of internship students who comprehended the learning models and strategies by attending learning strategy courses, only 21% of students gained comprehension of learning models or strategies through attending learning theory courses, while 11 people or 4.6% through independent study or other means. The descriptive data about the students' learning experience are visualized in graphically in Figure 4.

4.2. Discussion

Based on the results of research on the level of internship students' comprehension on pedagogic competence, it was found that the mean score of pedagogic ability was 41.66, which was included in the low category. The number of students whose pedagogical understanding is "low" tends to be large, namely 58.8% or 59%. Although there were still relatively many students who obtained pedagogic understanding scores in the "high" category, that is 31% or 70 people. The low understanding tendencies are undeniably surprising because those students were carrying out Field Experience Practices or Internship Program when this research instrument were given. As the seventh semester student who is ready to do the Field Experience Practices means they are considered as a prospective educator, whom expected to have a good understanding and mastery of pedagogical competences. They were expected to be able applying their pedagogic competencies, especially in teaching and educating students. This finding is an empirical fact that needs to be explained / discussed.

There are several factors that are believed to have an influence on the low score of internship student pedagogic comprehension which is distinguished from internal factors and external factors. Internal factors, especially the psychological factors that most closely influence the achievement of learning outcomes in the form of understanding and retention. These psychological factors are motivation, attention, persistence and interest. Motivation to learn is a strong impetus in an individual to act or behave in learning. Strong learning motivation, especially the more intrinsic one, plays an important role in achieving understanding. The stronger the motivation (motivation) to learn in students, the greater the students' efforts in learning to master understanding, including understanding pedagogic competencies. This means that when students' learning motivation to master the understanding of pedagogic competences is not strong enough, the understanding of these competencies will not be achieved maximally. As an internal factor, this intrinsic motivation correlates with ideals (passion), self-calling to be educators, and self-concept as educators. This means that students who do have the desire, vocation, and self-understanding as educators will pay attention and make efforts to understand pedagogic competences well. This study has not revealed the factors of intrinsic motivation to learn and relates them to the achievement of understanding pedagogical competence.

Apart from internal factors, there are also many external factors that influence the high or low level of students' understanding of a topic or material, in this case about pedagogical competence. The factors most closely related to this research variable are

the curriculum (objectives and content / material) and the learning design, teaching, and the use of media and learning resources. The pedagogical competence material will be studied properly by students if the material is explicitly included in the curriculum, either independently as a course or as subjects in a lecture or even every course. The pedagogical competence material is then explicitly designed and advocated in lectures so that competent teachers / lecturers could teach the material academically and professionally supported by the availability of adequate media and learning resources. Thus, students always get used to learning the pedagogic competency material in a richer, up to date and contextual way according to their respective study programs.

Based on the discussion conveyed, it can be underlined that the low understanding of students' pedagogical competence in this study is surprising, but it must be addressed wisely, the need to reflect on the driving and supporting factors of understanding these competencies, both internal and external factors of students. However, to ascertain how much these factors have played a role so that appropriate and strategic follow-up efforts are needed, separate research is still needed for the high understanding of the internship students about pedagogical competence as a prerequisite for the ability to apply pedagogical or educational learning.

It has been mentioned above that the mean score of internship students' comprehension of the liberating learning theory was 51.43%, which in the "high" category. This finding is related to other findings in this study that students recognize learning models and strategies through their learning activities when taking the Learning Theory course. This means that learning theory are intensively and scheduled to be studied as independent course. Even though empirically the students' understanding towards the liberating learning theory were high, researchers still need to remember and consider that the mean score of understanding obtained is 51.53% rounded to 51%. The position of the 51% understanding score is not far from the lower limit of the high category score range, namely 50-74. Likewise, it should also be noted that the score of understanding in the low and very low categories is still relatively large, namely 37% (low category score 33% plus very low category score 4%). This could be a note for the institution implementing the Field Experience Practices or internship program. Follow-up efforts are needed to coordinate lectures within educational study programs so that at least there are additional time of learning activity and material deepening, so that it has an impact on more students reaching a higher understanding on liberating learning theories.

Internship students' attitudes towards the thoughts and ideas of educational leaders about liberating learning is in the "agree" category. This can be seen from the data that the mean attitude score obtained was 61.68%. The number of students who agreed were 58%. The "strongly agree" students are also relatively large, namely 24.4%. Thus, there were about 82% (58% + 24.4%) of internship students who agreed with the idealism of educational leaders about liberating learning. A person's attitude towards a character's ideas, opinions, views, or way of thinking or behavior is greatly influenced by his understanding of the ideas, opinions, thoughts, views, and behavior of the character concerned. It means students were agreeing that liberating education is a process in which educators coordinate students to know and critically reveal real life. Also, rejecting education that shackles the nature of transfer of knowledge such as giving recipes. In addition, by agreeing with the ideals of educational leaders' thoughts, internship students understand that liberating education is dialogical which is reflected in the learning process, namely teachers learn from students and students learn from teachers. In other words, teachers become fellow students who involve themselves and stimulate students' critical thinking and humanize each other by exploring problems in the environment in such a way that students develop into critical, creative and innovative thinkers.

In liberating learning, education needs to provide independence, providing opportunities for students to choose the most appropriate, most comfortable, and responsible way of learning. The consequence of the concept of learning that educates and liberates educators is the need to use learning strategies that are more flexible and support the creation of an independent and enjoyable social emotional atmosphere in learning. In order to be able to apply learning models / strategies that liberate, educators and prospective educators need to know or understand well the learning models / strategies that liberate. As prospective educators who are implement the Field Experience Practices or internship program, students need to get to comprehend liberating learning models / strategies.

The effort to comprehend this liberating learning model will be realized if students understand the conceptual meaning of the learning model, the characteristics of the learning model, the social system, the syntax of the model, and the liberating learning outcomes. In order to comprehend this liberating learning model / strategy, students need to study the Learning Theory course as a basis for developing their learning model, and Learning Strategy course which discusses and studies the body of knowledge. If the model already exists, students can apply it directly, but if it doesn't exist, then the learning model needs to be developed. The results of this study indicated that 37.4% respondents

known the learning model / strategy the most through attending the Learning Strategy Course, 21% respondents learned through taking Learning and Learning Theory, 37% respondents erudite through these two courses, and 4.6% respondents recognized learning models / strategies through other sources. These findings specified that only 37% or 88 people out of 238 are believed to know the learning model / strategy relatively well. There are still around 63% of students who are not familiar with liberating learning strategies to be implemented in learning activities.

5. Conclusion

Based on the data analysis and discussions, it was found that internship students' pedagogical competency tends to be low. This low understanding needed further research. Some theories tried to explained this phenomenon from the aspects or the closest factors that influence it, especially the students' own internal factors, such as: learning motivation, attention, interest, and the intensity of attention to do comprehension tests delivered online. External factors that are thought to influence students' low understanding of aspects of the curriculum, learning process, and learning resources that students can use to learn. Their comprehension of liberating learning theory inclined to be in the high category. This high level of understanding can be explained because the material about learning theory has become a topic of discussion. The students were agreed towards the ideas and thoughts of educational leaders regarding liberating learning. This means that the students agree with the views, ideas, and thoughts of educational leaders about education and learning that liberate. It also found that their learning experience to liberating learning models / strategies were through taking Learning Strategy course only (37.4%), following Learning Theory course only (21%), attending both the Learning Strategy and the Learning Theory course (37%), or others (4.6%). Therefore, it is important for researchers to develop prototypes of learning models / strategies that are distinctive and explicit (well-designed) of the objectives, content, and educational characteristics in Indonesia. This research has just revealed how students recognize liberating learning strategies. There is still an opportunity to do more in-depth research on the extent to which students' comprehension of liberating learning strategies and their effects both on instructional effects and nurture effects for students, especially students who will carry out Field Experience Practices

Acknowledgement

The researchers would like to show appreciation to Yogyakarta State University for providing the opportunity to conduct this research and to share knowledge at an international conference “The 2nd International Conference on Meaningful Education” (ICMEd) 2020. The researchers would like to thank all the internship students and supervisors for willingly participating in this study.

References

- [1] Budiningsih AC. Belajar dan pembelajaran. Rineka Cipta; 2013.
- [2] Budiningsih AC, Siswa K. Sebagai pijakan pembelajaran. Universitas Negeri Yogyakarta; 2018.
- [3] Berybe H. Dilema pelembagaan pendidikan. Pendidikan kegelisahan sepanjang zaman: Kanisius; 2001.
- [4] Brooks JG, Brooks M. The case for constructivist classrooms. Alexandria, Virginia: Association for Supervision and Curriculum Development; 1993.
- [5] Degeng NS. Pandangan behavioristik vs konstruktivistik: Pemecahan masalah belajar abad XXI. Makalah seminar TEP; 2001.
- [6] Duffy TM, Jonassen DH. Constructivism and the technology of instruction: A conversation. Lawrence Erlbaum Associates: Publishers Hillsdale; 1992.
- [7] Freire P. Politik pendidikan. Research, Education, and Dialogue: Pustaka Pelajar; 2007.
- [8] Goble FG. Mazhab ketiga psikologi humanistik Abraham Maslow. Penerbit Kanisius; 1993.
- [9] Illeris K. Contemporary theories of learning. Routledge; 2009.
- [10] Illich I. Bebas dari sekolah. Pustaka Sinar Harapan: Yayasan Obor Indonesia; 2000.
- [11] Jonassen DH. Objectivism versus constructivism: Do we need a new philosophical paradigm? Educational Technology Research & Development; 1991;39(3):5-14.
- [12] Luhur M, Siswa T. Karya-karya ki hajar dewantara. Majelis Luhur Taman Siswa; 2016.
- [13] Mangunwijaya A. Sindhunata, pendidikan: Kegelisahan sepanjang jaman. Kanisius; 2001.
- [14] Mangunwijaya A. Pendidikan kemerdekaan, catatan separuh perjalanan SDK eksperimen mangunan. DED Misereor/KZE; 2004.

- [15] Moll LC. Vygotsky and education: Instructional implications and interrelationships of sociohistorical psychology. Cambridge University Press; 1994.
- [16] Suparno P. Konstruktivisme dan dampaknya terhadap pendidikan. Kompas; 1996.
- [17] Perkins DN. What constructivism demands of the learner. Educational Technology. 1991;33(9):19-21.
- [18] Malik RS. Educational challenges in 21st century and sustainable development. Journal of Sustainable Development Education and Research, JS DER. 2018;2(1):9-20.
- [19] Mumpuniarti M, Handoyo RR, Pinrupitanza DT, Batotuttaqiyah D. Teacher's pedagogy competence and challenges in implementing inclusive learning in slow learner. Jurnal Cakrawala Pendidikan. 2020;39(1): 217-229