

How Was The Pride Of Teacher Training And Education Faculty Students In Completing Their Studies During The Covid-19 Pandemic?

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Abstract: The conditions of the Covid-19 pandemic change the perspective of final students in completing their studies. This research is intended to describe how the final students of the faculty of teacher training and education studied during the Covid-19 pandemic. The research approach is quantitative with a survey-descriptive type of research, through random sampling, namely all students at the end of class 2016 and class 2017 from 21 undergraduate study programs in the Teacher Training and Education Faculty, Lambung Mangkurat University. From the distributed instruments, 145 students filled out the instruments. The data collection instrument used a questionnaire, descriptive statistical analysis techniques. The results showed that the general perception of optimistic/pessimistic students was that 57% completed their studies during the pandemic, The nature of pride in completing the study lies in strongly agreeing (64%) so that it can be interpreted that students have great pride. The pride criteria found are accomplished, successful, fulfilled, self-worth, and productive.

Keywords: pride, students, the Covid-19 pandemic

Preliminary

The assumption in this study is to describe how the final students of the faculty of teacher pride and education in completing their undergraduate education program during the pandemic. In general, the Covid-19 pandemic has a profound impact on students in higher education, research conducted by Kapasia, Paul, Roy, Saha, Zaveri, Mallick, Barman, Das, & Chouhan (2020), including facing various problems related to anxiety depression, connectivity bad internet, and a poor learning environment at home. Students from remote and marginalized areas especially face major challenges to study during this pandemic. Similar research was also reported by Aguilera-

Hermida (2020) which states that a pandemic causes changes in attitude, motivation, self-efficacy, and increased use of technology plays an important role in student cognitive engagement and academic performance. The discourse on higher education problems during the Covid-19 pandemic has always been narrowed by learning problems between the scope between online and not online, of course, this only looks at one problem among the academic problems faced by students in particular (eg Mishra, Gupta, & Shree, 2020; Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed 2020). Academic problems in students are the formation of argumentative opinions between them, how important and meaningful is the learning that is gained during online lectures in the future after lectures, amidst the ease of sharing knowledge in the internet media (see Chakraborty, Mittal, Gupta, Yadav, & Arora, 2020).

This problem has long been explored as a prediction of the future of higher education that should be ready to enter a 'new normal era,' a new international global order (eg Schleicher, 2020; Rashid, & Yadav, 2020; Ahmad Alif Kamal, Norhunaini Mohd Shaipullah, Liyana Truna, Muna Sabri & Syahrul N. Junaini, 2020). As a millennial generation who cannot be separated from the progress of information media, the final students are now very careful in analyzing the conditions during the pandemic, can they complete their final thesis with all the challenges that are in the period of the pandemic? This is their problem, especially problems at the level of the scientific method, motivation to complete the thesis, and prospects for graduates after completing undergraduate education (Alfian Putra Abdi, 2020, 12 April). Because things like this are reported by Deflin Nonis Jilly Anandayu (2020), academic stress is very much related to the motivation to complete the thesis. Rifka Damayanti (2020) in her findings describes the factors that hinder the completion of the thesis in the Covid-19 pandemic situation, namely the inability of students to write and compile theses, difficulties in communicating with supervisors, and motivation, a supportive environment in the form of a management system.

Those who graduate this year can expect to find jobs that are harder and even harder to find well-paying jobs than their predecessors, especially if the economy takes a long time to grow back, they can expect to get less than they might in the long run. quite a long time. By the time they graduate, the labor market is likely to be substantially difficult to increase compared to 2008-2009, which suggests that job and income prospects will be more affected. However, the speed of recovery is not yet known and the long-term experience of this group of graduates will depend on the speed of recovery (see UNESCO IESALC, 2020; Ali, 2020; Shama & Ikbal, 2020, July 2).

Even so, completing a thesis during a pandemic is also a proud achievement for students (see Firmanto Adi Nurcahyo & Tience Debora Valentina, 2020; Mok, Xiong, Kea, & Cheung, 2020). So, how proud are students in completing their undergraduate education during a pandemic? In particular, the pride of teachers and education faculty students, considering that they are students who are expected to become future educator practitioners.

Literature Review

Pride Completing Education in Pandemic Period

Pride is defined as an emotion that serves to help individuals lead to social hierarchies, motivate these individuals to engage in behaviors that allow them to reach and maintain social levels, and communicate to others who are members of the group to deserve a higher position and become social role models. Furthermore, pride is seen as an adaptive process to achieve domination and prestige (see Tracy, Mercadante, Witkower, & Cheng, 2020; Schaumberg, & Tracy, 2020). Pride is often seen as an individual effort to gain recognition or a statement of wanting to be appreciated from the process they carry out to form self-awareness (see Ross, & Stracke, 2016; Bolló, Bothe, Tóth-Király, & Orosz, 2018).

Pride will be formed in the individual perfectly if a number of principles are fulfilled (Butler, Green, & Galvin, 2013), including the following: (1) pride is an emotional behavior that is given as a right, conditions and incentives, substantive changes in the use of resources human behavior that can be achieved and maintained; (2) the importance of realizing the understanding of behavior change as a process and acting as a 'first inventor,' doing something outside of the prevailing norms, but in fact the behavior becomes an example until it eventually forms new behavior which becomes entrenched social norms; (3) knowing the conditions of different social groups in a population that have differences, characteristics that affect the extent to which they pay attention, understand and act on different messages; (4) simplify the choice of the proud ability to achieve targeted behavior change, this function is the opposite of the available behavior choices to be effective; (5) making commensurate changes in the form of behavioral changes achieved through increased exchange or tangible transformation with perceived benefits; (6) going beyond the general knowledge and attitudes of social groups is a must, but alone inadequate, stepping forward to change the real and perceived costs and benefits of prevailing and target behavior; (7) attempts to identify positive rational and emotional behavior changes; (8) it is important to understand to adopt significant new behaviors after they have validated them through interpersonal communication because it is important for behavior change; (10) the main barriers that hinder acceptance of the new behavior must be removed if the targeted is unlikely to occur; (11) robust monitoring and evaluation, essential for adaptive campaign management and sustainable change; and (12) behavior change takes time and must be sustained to endure conservation and social impacts. (10) the main barriers that hinder acceptance of the new behavior must be removed if the target is unlikely to occur; (11) robust monitoring and evaluation, essential for adaptive campaign management and sustainable change; and (12) behavior change takes time and must be sustained to endure conservation and social impacts.

Significant Theory

This research is important to do to describe the 'pride' of teacher and education faculty students and their position as prospective education practitioners. The population taken was the final students of the Teacher Training and Education Faculty, Lambung Mangkurat University, Banjarmasin city, Indonesia. The instrument used is in the form of a closed questionnaire which represents the single variable 'pride' concerning the views of Tracy & Robins (2007).

Research Methodology

Research Design

The researcher used a descriptive survey research design to collect a representative sample of the final student population of the Teacher Training and Education Faculty, Lambung Mangkurat University, Banjarmasin, which was taken randomly as informants.

Population and Sample Research

The population in this study were all students at the end of class 2016 and class 2017 from 21 (twenty-one) undergraduate study programs in the Teacher Training and Education Faculty, Lambung Mangkurat University, Indonesia. For sampling using a random sampling technique. Random sampling was taken that was done randomly so that the respondents obtained were those who filled out the instrument so that 145 students were selected as samples.

Data Collection Instruments

This study uses two instruments that have been prepared based on the views of Tracy & Robins (2007), which states that 'pride' is divided into seven criteria, namely: accomplished, successful, achieving, fulfilled, self-worth, confident, and productive. Then developed into 14 item statements in the form of positive and negative statements. This instrument is presented with a point scale for the answer choices, namely: 1 = "Strongly Agree," 2 = "Agree," 3 = "Disagree," 4 = "Strongly Disagree." This research uses a quantitative approach to the type of descriptive survey research.

Data Retrieval Procedure

The distribution of two questionnaires was randomly assigned to all students at the end of class 2016 and class 2017 from 21 (twenty-one) undergraduate study programs in the Faculty of Teacher Training and Education, University of Lambung Mangkurat, Indonesia. The distribution of the questionnaire is shared online through serial shares from social media groups, which are entrusted from one sample to another. The distribution of the questionnaire online uses the google form application. Considering that it is not possible to distribute directly in pandemic conditions like this, the distribution of instruments is limited to 3 (three) months from August to November in 2020, from the intended population, samples were netted, namely respondents who filled out the instruments distributed by researchers.

Data Analysis Method

The data analysis technique used percentage statistical analysis, with descriptive analysis facilitated using the Microsoft Excel 2016 program and the 2020 version of the Statistical Package for the Social Sciences (SPSS).

Presentation of Results

At the start of the instrument, we asked respondents' general perceptions of their attitude towards completing their studies when facing the Covid-19 pandemic.

Table 1. General Perception of Students Completing the Study

General Perception	Respondents	Percentage (%)
Optimistic / pessimistic	82	57%
Situational and conditional	45	31%
Don't have an opinion yet	17	12%
Others	1	1%
Total	145	100%

Based on the table above, it is clearly illustrated that respondents feel optimistic/pessimistic by 57% and a large proportion of the perception of completing a study during the pandemic period which states they still think it is situational and conditional (31%). Based on this, of course, the respondents can complete their education.

In detail, seen from this fact, of course, we need to understand how the 'pride' of students completing their studies during the pandemic, especially in completing thesis research final project as the final requirement of the research. This picture is shown in our findings in the following table.

Table 2. Student Pride in Completing Study during the Pandemic

No	Statement	Likert scale				N	Score	Mean	TC R	Category
		1	2	3	4					
Indicator 1. Accomplished										
1	Completing studies is a priority during a pandemic.	66	57	9	13	145	466	3.21	80%	Strongly agree
2	Completing studies is not yet a priority during a pandemic.	4	29	51	61	145	459	3.17	79%	Strongly agree
Indicator 2. Successful										
3	Have a desire to become a bachelor so that after graduation they can work during the pandemic.	68	56	15	6	145	476	3.28	82%	Strongly agree
4	Still considering becoming a scholar during the pandemic after completing my studies.	7	21	78	39	145	439	3.03	76%	Agree
Indicator 3. Achieving										
5	The choice of major/study program is a personal choice that	19	70	49	7	145	391	2.70	67%	Agree

No	Statement	Likert scale				N	Score	Mean	TC R	Category
		1	2	3	4					
6	you want to achieve since you were a child. The choice of major/study program is a joint choice of family/friends.	23	43	41	38	145	384	2.65	66%	Agree
Indicator 4. Fulfilled										
7	There is a moral burden that must be fulfilled if you have not completed your study.	71	51	17	6	145	477	3.29	82%	Strongly agree
8	Do not have the moral burden in completing studies.	3	23	68	51	145	457	3.15	79%	Strongly agree
Indicator 5. Self-worth										
9	Being able to complete studies on time is an honor where you live.	97	39	6	3	145	520	3.59	90%	Strongly agree
10	Completing studies on time is not an important thing in the place of residence.	18	11	56	60	145	448	3.09	77%	Strongly agree
Indicator 6. Confident										
11	Having self-confidence can complete studies soon during a pandemic.	40	84	12	9	145	445	3.07	77%	Agree
12	Doubt could complete studies shortly in times of pandemic.	10	49	57	29	145	395	2.72	68%	Agree
7. Productive indicator										
13	Have the enthusiasm to complete studies.	80	63	2	0	145	513	3.54	88%	Strongly agree
14	Do not have the enthusiasm to complete studies.	0	10	79	56	145	481	3.32	83%	Strongly agree
Total		506	606	540	378					
Mean		36.1	43.3	38.6	27					
Maximum		97	97	97	97					
Minimum		0	10	2	0					
Standard Deviation		33.4	22.3	27.7	23.3					

Based on the table above, it is also necessary to analyze the category statements per item to get a complete picture of the pride of students completing their study during the pandemic, statistically, which is determined based on category scaling.

Table 3. Scale Per Item

Scale Per Item	Score	Percentage
Strongly Agree with a scale of 1	438- 580	78 - 100
Agree on a scale of 2	292 - 437	52- 77
Disagree with scale 3	146 - 291	26 - 51
Strongly disagree with a scale of 4	0 - 145	0 - 25

From table 3, it is necessary to specify the pride of students completing their study during the pandemic on each item, so it is obtained as shown in the following table.

Table 4. Based on Per Item Statement

	Category	Respondents	
		F	Percentage
Student Pride Completing Studies during the Pandemic	Strongly Agree	9	64%
	Agree	5	36%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		100%	

The results of descriptive statistical analysis of the pride of students completing studies during the pandemic are as presented in the following table.

Table 5. Pride Descriptive Statistics of Students Completing their Study during the Pandemic

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error	Statistics
Pride	14	136	384	520	453.64	11,106	1726,709
Valid N (listwise)	14						

Researchers based on the views of Tracy & Robins (2007), can specify the criteria for the pride category 'strongly agree' as follows:

1. Regarding accomplished, the respondents stated their pride between completing (80%) or not completing the study (79%) as a priority during the pandemic.
2. A successful attitude, marked by the respondent's desire to become a graduate so that after graduation they can work during the pandemic (82%).
3. For fulfilled, the same statement was expressed by respondents, namely between having a moral load (82%) or not having a moral load (79%) completing the study.
4. In self-worth, many respondents consider being able to complete the study on time is a matter of pride (90%), parallel to some of the respondents' statements stating that it is not a form of pride (77%).
5. Criteria for productivity, respondents are divided into two equal parts, namely having the enthusiasm to complete the study (88%) and not having the enthusiasm to complete the study (83%).

And in general, it can be said that even during the pandemic, students have a very 'pride' nature in completing the study (64% strongly agree) because the respondents have a large optimistic/pessimistic perception (57%).

Discussion of Findings

Completing a study during a pandemic is a challenge in itself for some students, especially students from the teacher training and education faculties who are respondents in the research. Especially for students from the faculty of teacher training and education who will become teachers or practitioners of education is a separate test for themselves. In this finding, the researchers found that most respondents stated that they were between optimistic and pessimistic about completing a study during the pandemic because of the serious challenges of completing the study that cannot be denied. In line with what Ali (2020) stated, which states that resources, staff readiness, self-confidence, accessibility, student motivation play an important function in integrated learning of computer information technology,

The enthusiasm in completing the final study is inseparable from the spirit of pride, which is a strong belief against the pride that completing the final study. Pride studies are usually developed in the fields of management and organization to increase loyalty and productivity (Durrak, Chaudhary, & Gharib, 2019; Schreck, & Elaies, 2019). However, in different forms, pride can be developed with design or engineering in the field of education, according to Fraenken & Wosnitza (2019) pride is generally oriented towards learning.

Our research has surprisingly found that the pride of students completing is very large, of course, this is very encouraging. Of the seven criteria, namely: accomplished, successful, achieving, fulfilled, self-worth, confident, and productive, our findings are that five of them are accomplished in determining priorities for completing pride during the pandemic, an attitude of being successful with full pride is marked by the desire to become a graduate so after graduate

can work immediately. At the level of the fulfilled criteria, it is related to having a moral load or not having a moral load on completing the study. On the self-worth criterion, which relates to pride in completing the study. This is due to the existence of the productive criteria associated with self-worth in the form of enthusiasm for completing the study. Despite all that,

Conclusions and Recommendations

Based on the description that has been stated above, some conclusions can be conveyed, namely as follows.

1. Students generally have an optimistic/pessimistic perception.
2. The pride indicators found in research are accomplished, successful, fulfilled, self-worth, and productive.

The recommendations that can be taken from this research are the need to put more pressure on more flexible efforts to help complete the final studies of students affected by the pandemic. Although in the end, this researcher found that great pride during the pandemic, the problems faced by students did not only stop at infrastructure facilities such as online-based interaction learning information technology systems, but it was also important to pay attention to the psychological condition of students who were and would finish their studies. so that it does not burden the college. In general, the government and their development partners need to ensure that the education system can address vulnerabilities and special needs to complete their education (UN, August 2020).

Research Limitations

This research was conducted limited to one state university and one faculty, namely the Faculty of Teacher Training and Education, University of Lambung Mangkurat, so that the data source came from only one university. Students who become informants are final students who are and will complete their thesis in 2020 with various generations. Of course, there are accompanying factors that need to be explored qualitatively about the fact of the pride attitude in depth.

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