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Array

Exploring Pre-Service Teachers' Personal Preference and Implications for Teacher Education

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Abstract: Exploring Pre-Service Teachers' Personal Preference and Implications for Teacher Education. Objectives: The purpose of this research is to describe and map the aspects of deference, order, succorance, change, and aggression of pre-service teachers. **Method:** This descriptive-quantitative research was conducted in the Faculty of teacher Training and Education, University of Lampung. 247 student teachers were selected from 4 different study programs. Edward Personal Preference Schedule (EPPS) test was administered. **Findings:** The findings suggest that the four different study programs employ different level of preference in relation to their preparation as a teacher. **Conclusion:** These differences are believed to have impact on teacher education variance.

Keywords: pre-service teacher, teacher education, personal preference.

Abstrak: Dampak Preferensi Personal bagi Pendidikan Guru. Tujuan: Tujuan dari penelitian ini adalah untuk mendeskripsikan dan memetakan aspek penghormatan, ketertiban, bantuan, perubahan, dan agresi calon guru. **Metode:** Penelitian deskriptif-kuantitatif ini dilakukan di Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. 247 mahasiswa dipilih dari 4 program studi yang berbeda. Tes Edward Personal Preference Schedule (EPPS) diberikan. **Temuan:** Temuan menunjukkan bahwa keempat program studi yang berbeda menerapkan tingkat preferensi yang berbeda dalam kaitannya dengan persiapan mereka sebagai guru. **Kesimpulan:** Perbedaan preferensi personal diyakini berdampak pada varians ketercapaian program pendidikan bagi calon guru.

Kata kunci: calon guru, pendidikan guru, preferensi personal.

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■ INTRODUCTION

Each human being possesses physical, psychological, and social needs that should be fulfilled. The existence of these needs may create tension in an individual him/herself (Murray, 2008; Ryan & Deci, 2017; Steverink et al., 2019). Therefore, naturally an individual will continue striving to and react until the situation of his/her needs is fulfilled or his/her environment as well in order to relieve the tension. An individual need is present in every phase of life and should be met according to the stage of development. This is because at every stage of development there are changes in needs and develops become more complex. If these needs can be met adequately, then balance and personal integrity shall be achieved. Otherwise, it will lead to a loss of spirit for life and even death (Rich, 2003). According to Murraz, need is one of the psychological aspects that move and become the center of one's behavior (Murray, 2008). Edwards mentions 15 types of needs are structured based on the concept of Murray's hierarchy of needs. The fifteen needs are achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexual, and aggression. All these types of needs are owned by each individual, only different at the level of strength or called the profile needs (Edwards, 1959).

Individuals require the fulfillment of these needs according to the stage of their development. The emerging adulthood period is a transition from adolescence to adulthood, which is in the age range between 18 to 25 years. This period is encountered when an individual is a student at a college. Pre-service teachers at the Faculty of Teacher Training and Education as prospective teachers should also pay attention to the profile needs of students so that the learning process that occurs can facilitate the achievement of the fulfillment of those needs. Of the 15 types of

needs submitted by Murray, the 5 most dominant types of needs in a student candidate are deference, order, succorance, change, and aggression.

Deference is a requirement to obey or follow all applicable rules or norms. With regard to student life, this need emphasizes compliance with applicable rules, can sort out actions that must be implemented and not to be implemented. Order is a need to always make the planning and management. As a student, order can encourage someone to have a mature planning in running a program and influences on the implementation of programs that run optimally. Succorance is a necessity to receive support or motivation from others. Support from others becomes important to be able to convince themselves about the programs being run. Change is a need to always seek new experiences and try to avoid routines. Indication of students having high change is to have a person who wants to get out of the comfort zone that had been through. The last is aggression. Aggression is the necessity to express opinions or to criticize the phenomena that occur. The ownership of aggression is important because it emphasizes the critical thinking process of all activities that occur in the environment.

New students in a teacher preparation program are in the emerging adulthood period which is a transition from adolescence to adulthood. Santrock describes emerging adulthood as a phase in which individuals tend to focus on career, dating relationships, and self-exploration (Santrock, 2014). The typical stage of development of adulthood emerging is exploration and experimentation. Individual emerging adults also have several characteristics, including instability, the age at which many changes occur (Arnett, 2012). Some of the changes experienced by new students are the change of residence and the change of learning pattern from high school to college. Some new students experience a change of residence while

studying in college because the location of the college is far from home or residence of origin. As a result, some new students will be looking for a new residence closer to its college location. In addition, changing the pattern of learning from the senior high school pattern to the existing semester credit system in college is a new thing experienced by a new pre-service teacher.

Pre-service teachers' living in a boarding house has a striking difference compared to the life of those who live at home. One of the differences lies in the supervision of parents. By occupying the boarding house, parents are not able to supervise the daily lives of their children directly. Meanwhile, most of such students have no authority to engage fully in the private lives of students as boarders. Lack of parental supervision and low environmental oversight also influence the level of needs of a person in the emerging adulthood period. In addition, changes in learning patterns experienced by new students also take part in the dominance of the need of a student (Santrock, 2014).

To achieve these goals, the learning patterns that are undertaken during college should lead to accommodating the needs of each student (Ainscow, 2004; Lee, 2005; Levy, 2008; Rahman et al., 2015). It is intended that all potentials owned by each student can develop optimally. Observing this, deference, order, succorance, change, and aggression of new students in the Department of Education is deemed necessary to be a concern. Based on the above description, the dominating need can lead an individual to a certain behavior as an effort to meet those needs. The need for dominant levels of forces and environmental factors can be supporters or inhibitors of certain behaviors. Therefore, the study was intended to explore and to map pre-service teachers' personal preference in terms of deference, order, succorance, change, and aggression aspects. Its implication on the teacher education program is also discussed.

Theoretical and practical implications in relation to deference, order, succorance, change, and aggression aspects of the pre-service teachers is also presented. The present study was expected to provide insights for teacher education institutions to consider deference, order, succorance, change, and aggression aspects in preparing and designing teacher training program that are more effective and efficient based on what pre-service teacher's needs.

Internal factors are factors that originate from one's own person and can influence the learning (Arnold, 1999; Bandura, 1977; Baumeister & Heatherton, 1996; Davidson, 2013). They can be in the form of physical factors, fatigue factors, as well as psychological factors. In the physical factors, it consists of two factors which influence them, including health factors and bodily disabilities. Healthy means being in good condition with the whole body and its parts or free from disease. Health is a state or healthy thing. Someone's health affects their learning because one's learning process will be disrupted if one's health is disrupted, but it will also quickly get tired, lack of enthusiasm, dizziness, sleepiness if the body is weak, lacking blood or there are disturbances or abnormalities in sensory organs and body. In order for a person to learn well he must ensure that his body's health is guaranteed by always observing the provisions regarding work, study, rest, sleep, eat sports, recreation and worship. Body disability is a factor that affects learning in the form of something that causes less good or less than perfect about the body. The state of disability also affects learning. Students with learning disabilities are also disrupted, if this happens they should study at special educational institutions or try to have assistive devices to avoid or reduce the effects of disability.

In addition, tiredness in a person although difficult to separate but can be divided into two types, namely physical fatigue and spiritual fatigue. Physical fatigue is seen by the weakness of the

lungs of the body and a tendency to lay down the body due to the disruption of the residual substance of combustion in the body, therefore the blood will be less smooth in certain parts. Spiritual fatigue can be seen with lethargy and boredom, so that the interest and drive to produce something disappears, this fatigue is felt in the head with dizziness so it is difficult to concentrate as if the brain runs out of power to work (Chalder et al., 1993; Evans et al., 2016). Both physical and spiritual Fatigue can be eliminated by ways of sleeping, resting, working on variations in learning, also at work, using drugs that are blood circulation, such as liniment, regular reaction and worship, regular exercise, and balance eating with foods that meet health requirements. If fatigue is very serious, quickly contact an expert, such as doctors, psychiatrists and others.

Psychological factors that influence learning usually include intelligence, attention, interest, talent, motives, maturity, readiness and ways of learning. These factors are measured by using Edward Personal Preference Schedule (EPPS). This instrument is designed as a tool for research and counselling purposes, by providing fast and precise measurements of some personality variables that are relatively normal and independent. EPPS that both consciously and unconsciously will be reflected in the results of its assessment. Edward developed Murray's need theory as a diagnostic tool to measure a person's personality called Edward Personal Preference Schedule (EPPS) (Edwards, 1959). In measuring using this instrument, 15 (fifteen) aspects were measured, namely the need to excel, to obey orders and regulations, the need to be able to work regularly, the need to accentuate yourself, the need to ally with others, the need to intervene in the affairs of others, the need to get help from others, the need to master others, the need to be able to succumb, the need to be able to please others, the need to make changes, the need to overcome obstacles, the need for

relationships with the opposite sex, and the need to attack others.

■ **METHOD**

This research was designed in a descriptive-quantitative study. It was conducted at the Department of Education, Faculty of Training and Education, University of Lampung. As this research was intended to describe pre-service teacher preference in terms of deference, order, succorance, change, and aggression, we initially measured students to determine the level of deference, order, succorance, change, and aggression by using EPPS test. The test result was then scored in order to identify pre-service teachers level of personal preference. Interpretation of the result was conducted afterwards in order to discuss pre-service level of preference and then related to their professional experience during the teacher education program.

The population of the study was pre-service teacher in the Department of Education Faculty of Teacehr Training and Education, University of Lampung. This department has four study programs. These study programs are Physical and Health Education Study Program, Primary Teacher Education Study Program, Early Childhood Teacher Education Study Program, as well as Guidance and Counselling Study Program. The number of the pre-service teachers involved was 247 distributed in the four 4 study programs as presented Table 1.

Table 1. Respondent Demography

No.	Responden	Total
1	Physical and Health Education	65
2	Elementary Teacher Education	86
3	Pre-elementary Teacher Education	34
4	Guidance and Counselling Education	62

In the present study, the researchers did not develop their own test instruments. To collect data, researchers used the Edward Personal Preference Schedule (EPPS) test which is a standard instrument to measure student deference, order, succorance, change, and aggression. Qualitative data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that it is easy to understand so that it can be shared with others (Bogdan & Biklen, 1997; Taylor & Bogdan, 1984). Qualitative research data analysis is done by organizing data, breaking it down into units, classifying it, arranging it into patterns, choosing which ones are important and which ones will be studied so that conclusions can be made for others. Activities in the analysis include data reduction, data display, and conclusion drawing and verification.

■ RESULT AND DISCUSSION

Deference

Deference is an important variable in education. Achieving a good deference indicates that a person can adjust well to the norms or rules that apply. Thus, everyone is expected to have a good deference. In this study, obtaining a high score in the aspect of deference indicates that the student tends to have a personality that is easily influenced by others, interest in the success of others, and depends a lot on others. The lower student scores in the aspect of deference indicate that the student is not interested in the success of others, is focused on himself, is difficult to obey others and tends to accomplish work in his own way.

The results showed that most students in the Department of Education had a deference score that was classified as average. In the Physical Education and Health Study Program, only 26.15% of students have deference scores that are classified as high (in fact there are no

students who have deference scores that are classified as very high). Most students have deference scores that are classified as average, with a percentage of 44.62%. More than the percentage of students who have deference scores that are classified as high, as many as 29.23% of students actually have deference scores that are classified as low (although there are no students who have deference scores that are classified as very low).

Achievement of deference scores that are not optimal occurs in students of primary school teacher education study programs. Only 10.47% of students had high deference scores (even none of them had very high deference scores). Most students actually have deference scores that are classified as average, with a percentage of 40.70%. Exceeding the percentage of students who have deference scores that are classified as high, as many as 48.83% of students have deference scores that are classified as low (as many as 9.30% of them have deference scores that are classified as very low). The relatively balanced condition between students who have deference scores that are classified as high and low occurs in the early childhood teacher education study program. The percentage of students who have deference scores that are classified as high and low is the same, which is equal to 23.53% (there are no students who have deference scores that are classified as very high or very low). The rest, as much as 52.94%, students have deference scores that are classified as average.

Conditions that are not much different occur in Counselling Guidance Study Program students. Only 8.06% of students had high deference scores (no students had deference scores that were classified as very high). Like students in other study programs, 54.84% of students actually have deference scores that are classified as average. The rest, as many as 37.10% of students who have deference scores

that are classified as low (9.68% of them have deference scores that are classified as very low). Looking at student deference scores in each study program in the Department of Education, most students are not interested in the success of others. Students tend to focus on themselves, find it difficult to obey others and tend to complete their tasks in their own way. On the one hand, this condition is positive, on the other hand it is less profitable. This condition does not guarantee the achievement of social competencies that must be possessed by a teacher.

Order

Order is a variable that influences the ability to plan and manage the results of its planning. This variable becomes very important in running a program, because in every program a good planning is needed to manage it. In this study, the acquisition of a high score in the order aspect indicates that these students tend to have high regularity, organized, neat including in their planning and activities. The lower score of students in this aspect of orders indicates that these students tend to have a way of working or acting tend to be irregular, more controlled by situations of feeling, less planned in their actions and attitudes change easily. The results showed that student orders in the Department of Education were quite high. In the Physical Education and Health Study Program, 32.31% of students have a high score of order (3.08% of them have a score of very high order). Most students have an average score of orders with a percentage of 38.46%. It's just that there are students who have a low order score, which is 27.69% (as many as 1.54% of them have an order score that is classified as very low).

For students of Primary School Teacher Education Study Program, as many as 50% of students have an order score that is classified as average. Not that much, the percentage of

students who have a high score of orders is 34.89% (only 6.98% of them have very high order scores). Students who have an affiliation score are classified as an average of 35.00%. The rest, as much as 15.12% of students have relatively low order scores (as many as 2.33% of them have very low order scores). More optimal order score conditions occur in students of the Early Childhood Teacher Education Program. As many as 55.88% of students have a high score of orders (as many as 20.59% of them have very high order scores). As many as 35.29% of students have an average score of orders. Only a small proportion of students have a score of orders that are classified as low with a percentage of 8.82% (no students have score scores that are classified as very low).

59.68% of the Counselling Guidance Study Program students have relatively high order scores (as many as 11.29% of which have very high order scores). Only 27.42% of students had an average score of orders. The rest, as many as 12.90% of students have a score of orders that are classified as low (no students who have score scores that are classified as very low). Observing the score of student orders, the acquisition of order scores for Early Childhood and Guidance and Counselling Study Program students is more optimal than the acquisition of order scores for Physical and Health Study Program students and primary school pre-service teachers. As prospective teachers, students are expected to have optimal social abilities. In general, regularity in planning and management is categorized as average. This indicates that most students have not been able to plan and manage their activities neatly and regularly.

Succorance

Succorance is a variable that allows students to receive encouragement from others. This variable becomes very important in life,

because the willingness to receive encouragement from others can make a better person. In this study, obtaining a high score in the succorance aspect indicates that the student tends to have a high dependence on others, seeking advice from others to ensure their actions by gaining affection and friendliness from others. The lower score of students in this succorance aspect indicates that the student tends to be an independent person, independent of social situations, happy with self-activity and ignoring social situations even though he is the centre of attention. The results showed that the succorance of students in the Department of Education tended to be classified as average. In the Physical Education and Health Study Program, 27.69% of students have a high succorance score (as many as 6.15% of them have a very high succorance score). As many as 38.46%, students have a succorance score that is classified as average. It's just that students who have a low succorance score quite a lot with a percentage of 33.84% (as much as 15.38% of students who have a very low succorance score).

In the Primary School Teacher Education Study Program, 40.70% of students have high succorance scores (as much as 15.12% of them have succorance scores that are classified as very high). As many as 32.56% of students who had a succorance score were average. The percentage of students who had a low succorance score was quite large, which was 23.26% (as many as 3.49% of students who had a very low succorance score). Most of the Early Childhood Education Teacher Study Program students actually have a succorance score that is classified as average, with a percentage of 41.18%. Only 32.36% of students had high succorance scores (14.71% of them had very high succorance scores). The percentage of students who have a low succorance score is quite large, which is as much as 26.47% (as

many as 2.94% of them have a succorance score that is classified as very low). Similar conditions also occurred in students of the Guidance and Counselling Education Study Program. As many as 38.71% of students had high succorance scores (14.52% of them had very high succorance scores). The percentage of students who have a succorance score that is classified as average is quite large, which is as much as 37.10%. The rest, students have a low succorance score with a percentage of 24.19% (as many as 4.84% of them have a succorance score that is classified as very low). Looking at student succorance scores in each study program in the Department of Education, most students tend to still have dependency with others. Students tend to need encouragement / support from others in carrying out their activities. Most students tend not to have an independent attitude in solving a problem they face.

Change

Change is a variable that allows students to always try to find new experiences and not get caught up in routine activities. This variable becomes very important in life, because the addition of new insights can be obtained through new experiences that are experienced alone. The tendency to always get out of the comfort zone is needed to gain valuable experiences. In this study, the acquisition of a high score in the aspect of change indicates that the student has a high interest in new and changing situations including in his actions working in new ways. The lower score of students in this aspect of change indicates that students tend to be comfortable in routine situations, being calm with monotonous daily activities, prioritizing procedures and ways of working based on habits.

The results showed that the change of students in the Department of Education was classified as average. In the Physical Education and Health Study Program, 29.23 % of

students have a relatively high change score (10.77% of them have very high change scores). Most students actually have a change score that is classified as average, with a percentage of 43.08%. It's just that, the percentage of students who have a relatively low score is still quite large, which is as much as 27.69% (even though there are no students who have very low change scores). Conditions that are not much different occur in students of Primary School Teacher Education Study Programs. As many as 31.40% of students have a relatively high change score (as much as 11.63% of students have a very high score of light). Exceeding this percentage, most students have an average change score with a percentage of 43.02%. Students who have a relatively low change score are also still found with a fairly large percentage, which is as much as 25.58% (as much as 3.49% of students who have very low change scores).

Change scores that tend to be optimal occur in students of the Early Childhood Teacher Education Program. Most students have relatively high change scores with a percentage of 64.71% (17.65% of them have very high change scores). The remaining 35.29% of students have a score of change that is classified as average. In the study program, there were no students who had low or very low change scores. The existence of students who have a relatively low change score occurs again in the Guidance and Counselling Study Program students. As many as 16.13% of students have a relatively low change score (as many as 3.23% of them have very low change scores). As many as 38.71% of students have change scores that are classified as average. The rest, 45.17% of students have a relatively high change score (as many as 14.52% of them have very high change scores). Looking at student change scores in each study program in the Department of Education, most students have average change scores. Students tend to be comfortable in

routine situations being calm with monotonous daily activities, prioritizing procedures and ways of working based on habits. Students seem reluctant to get out of the comfort zone that has become a habit. With this condition, students tend to lack new experiences.

Aggression

Aggression is a variable that allows students to have a critical attitude and have the will to comment or express opinions for others. Being critical is needed to get bright ideas for the progress of a program. In this study, the acquisition of a high score in the aggression aspect indicates that the student has a high level of aggression, is easily triggered by conflict and is happy with confrontation when differences of opinion occur. The lower score of students in this aspect of aggression indicates that students tend to have personal calm, promote peace, be able to accept one another, avoid conflict and confrontation. The results showed that the aggression of students in the Department of Education was classified as an average level. In the Physical Education and Health Study Program, as many as 15.39% of students have high aggression scores (3.08% of them have very high aggression scores). Exceeding this percentage, most students have an aggression score that is classified as an average with a percentage of 44.62%. The percentage of students who had a low aggression score was 38.46% (1.54% of them had an aggression score that was very low).

Similar conditions also occurred in students of the Primary School Teacher Education Study Program. As many as 18.60% of students have high aggression scores (no students have very high aggression scores). Most students actually have an aggression score that is classified as an average with a percentage of 45.35%. The rest, as much as 36.05% of students who have a low aggression score (as much as 8.14% of students

who have a very low aggression score). In the Early Childhood Teacher Education Study Program students, most of the students had a low aggression score, with a percentage of 52.94% (11.76% of them had a very low aggression score). As many as 35.29% of students have an average aggression score. The remaining 11.76% of students had high aggression scores (no students had very high aggression scores).

In the Guidance and Counselling Study Program, the percentage of students who have an aggression score that is classified as high and low is balanced. As many as 37.10% of students had high aggression scores and 32.26% of students had low aggression scores. Of these percentages, 9.68% of students had very high aggression scores and 4.84% of students had very low aggression scores. The remaining 30.65% of students had an average aggression score. Looking at the aggression scores of students in each study program in the Department of Education, most students have an average aggression score. Students tend to have a high level of aggression, are easily triggered by conflict and are happy with confrontation when differences of opinion occur. This condition is quite hampering the ownership of social competence of a teacher who is required to promote peace and calm personality in the face of a conflict or problem.

■ CONCLUSION

Based on the results of each aspect of personal preference discussed, Physical and Health pre-service teachers achieved the highest score on the aggression aspect, then followed by deference, change, succorance, and order aspects respectively. Primary school pre-service teachers achieved almost similar, where the highest score was also in the aggression aspect, followed by change, succorance, order, and deference aspect. In the mean time, early childhood pre-service

teachers achieved the change aspect as the highest one, followed order, aggression, deference, and succorance aspect respectively. Student teachers in the Guidance and Counseling Study Program achieved the highest score on deference followed by order, change, aggression, and succorance aspect respectively. These finding implies that a teacher education institution is advised to design the learning experience for the pre-service teacher education considering their personal preference. Such personal preference is an advantage in preparing the need-based curricula in teacher education institution which later may enhance teacher education outcome on the basis of their personal needs, and the targeted skills required for professional teachers upon their completion of the program. Our study was focused on five aspect out of fifteen aspects of personal preference of a pre-service teacher. We realise the giving only a descriptive elaboration is not sufficient. More thorough investigation on the importance of personal preference in a teacher education program will uncover deeper aspects of pre-service teachers success factors in their professional learning paths.

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