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35. The Development of Learning Physics Device Based on KKNi to Increase Students' Mastery Concept and Critical Thinking <i>Sudi Dul Aji, Choirul Huda, Chandra Sundaygara, Muhammad Nur Hudha</i>	277
36. A Survey Study on the Independence and the Openness of the Will be Teacher <i>Sudiyono; Maris Kurniawati</i>	285
37. Arts-based Responses to Cultural and Religion Identity to Inform Initial Teacher Education <i>Sue Erica Smith; Ratna Suryaratri; Deasyanti Adil</i>	292
38. Economic Empowerment Community to Economic Institutions <i>Pesantren</i> <i>Supriyanto</i>	300
39. Critical Thinking of the Elementary School Students in Coffee Plantation Area Based on Math Science Exemplars Task through Performance Assessment <i>Suratno; Dian Kurniati</i>	307
40. The Implementation of the Scientific Approach of Curriculum 2013 in English Classes at Sekolah Menengah Atas Negeri 6 Malang <i>Surya Fajar Cahyo Nuraeni</i>	313
41. Urgency of Education Based Socioecopreneurship in Indonesia (Analysis on Elementary Education) <i>Susan N H Jacobus</i>	324
42. Knowledge Management Model in the Achievement of Effectiveness of the Organization of Private Higher Education in Malang <i>Tanto Gatot Sumarsono; Abdurrabi</i>	329
43. Self-Assessment of Speaking Proficiency: Students' Criteria and Attitude <i>Umi Tursini</i>	341
44. Managing Instruction: Leadership Practices for Instructional Improvement in Indonesian School Reform <i>Umiati Jawas</i>	350
45. The Use of Creative Writing Handbook in Developing Ideas and Creativity of English Education Department Students in Writing Class <i>Uun Muhaji; Irene Trisisca</i>	365
46. The Analysis of Banking Systemic Risk in Indonesia <i>Vinus Maulina, Riril Mardiana Firdaus</i>	372

A Survey Study on the Independence and the Openness of the Will be Teacher

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Abstract: Having the ability to be independent and open-minded is essential for the will be teachers, with this ability they indicated as long life learner. This is survey study which involved 300 students of Education and Teacher Training Faculty of University Kanjuruhan of Malang as research subject. The instrument used in this research is questionnaire that consisted of 40 questions. The validity of the instrument is tested by using Cornbach Alpha test. Based on the data analysis it is found that the level of students' independence is considered high, yet the level of openness is mediocre. It is suggested that the students should be given learning activity that require them to discover, design, evaluate, create a product and then present it in discussion forum. Besides, it is necessary to give students more room to practice and develop themselves to be open-minded through activities in both classroom and extracurricular.

Keywords: *Independence, Openness, Will be teacher*

INTRODUCTION

Teacher is one of the essential components in education system to support the objective of learning. Teacher plays important role to support students' manner and development. Mulyasa (2007) stated that an independence teacher is the one who is able to apply, adopt, and adapt the curriculum that will be used in teaching. It can be inferred that teacher as a learner has complex role that should never stop to develop him/herself to always learn.

The independence and the openness of teachers is crucial since they have responsibility to develop learner to be religious, having good manner, smart, creative, independence, and becoming democratic and responsible civilization (UU SISDIKNAS, 2003). In this case, government required teacher to be multitasking teacher. For the students who will be teacher, having the ability to be multitasking teacher is crucial. Therefore, when studying in University students who will be multitasking teacher should learn carefully to develop students to meet government requirements.

THEORETICAL FRAMEWORK

Teacher plays significant role as the person who is responsible to run effective learning in the school. Teacher is also considered as input component that is important for school as an open organization (Hoy & Miskell, 2005). Many people think that teacher plays significant role more than other components. Therefore, preparing will be teacher to be professional is important and needs to be done continuously by the government and the school itself.

According to Borich (2007) effective teachers are the ones that are able to play their role as model and ideal civilization, good parents, and good worker. In doing their job, teachers

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are expected to be a good example for the students and to be parents who are taking care of them in a school, yet, the role of teacher do not only stop at school, they have to be a good civilization for the society. An ideal teacher is the one who is honest, hard worker, loyal, friendly, kind, professional, discipline, and commit with his/her profession.

Preparing students to be professional teacher should begin early, even in the process of the enrolment to enter Education and Teacher Training Faculty. The institution select carefully students who are eligible to attend classes in the Education and Teacher Training Faculty. The test to select students of Education and Teacher Training Faculty should test students demeanour, including the ability to be independent and open-minded.

The ability to be independent and open is important to be detected in the beginning because it influences students' achievement in the university. In learning in the university, students have to be independent so that they help themselves to be independent learner. Students need to be given many practice, training, knowledge to master IPTEKs so that they will be independent. Students who are not independent will find difficulties to do anything themselves, they will always count on other people.

Learning in the university is different from learning in the High School. In university, students have to manage time well since they have many things to do. Students will get enormous assignment from many courses they take, thus, in many cases students feel like they take heavy burden. If students are independent they can complete all assignment well without any complain.

Learning in the university is full of informational content concerning IPTEKs. Students are involved in the discussion with many people from different background in both University or outside university, even in certain cases students have to deal with something that is different with their perception. Therefore, students need to be open-minded so that they are able to sort and criticize information for their own understanding. Having the ability to be open-minded is essential for the students otherwise they will be left behind and dull. Especially, when they become teacher they have to deal with students with various background and characteristics, they have to be open and receive individual differences so that students are motivated to learn.

Independence

Based on the Act of the Republic of Indonesia on Teacher and Lecturer Year 2005, it is stated that as the professional educator teachers should have several competences including pedagogy competence, personality competence, social competence, and professional competence, that are developed through Education in the University. **Pedagogy competence:** is the competence to manage course, design and run course, evaluate and develop students' potential to learn.

Personality competence: is the competence that shows the teacher having a good manner, mature, and wise so that teacher become inspiration and good example for the learner.

Professional competence: is the competence of having good knowledge and understanding about the subject the teachers teach so that they are able to guide learner to learn well.

Social Competence: is the ability to communicate well with students, college, students' parents, and society.

The independence and the openness are the behaviour that show the maturity of a person. According to Hurlock (1989) independence and social acceptance are the indicators that a person is healthy mentally. Independent people usually use their time to do task without any order and help from other people and they usually responsible for what they did. Independent people usually tend to express and develop themselves.

Independent teacher means having the personality to perform task without help from others. In performing their daily task teachers are considered as the leader and at the same time

is a good model for the learners. Being independent is important for the teachers because they have many tasks that should be completed without waiting help from others.

Independent person are usually dilligent, workaholic, hardworker, persistent, discipline, and always taking any chance. Besides, independent people are open to any advice and critics and are able to take any action to improve themselves. In order to adapt to the globalization era, it is necessary to avoid being selfish and close-minded, teacher today should be independent and open-minded to the students and society around.

Openness

Openness is the personality dimension that involves imagination, intelligence, originality, and creativity. People who are high in openness dimension are generally imaginative, fun, creative, and artistic, conversely, people who are low on this dimension tend to be shallow, flat, simple, and boring. Openness in the experience is the reflection of the breadth, depth, and complexity of an individual's mental and life. Openness is a trait that appreciated experience for the benefit of himself, as well able to accept something unusual (Friedman & Schustack, 2008).

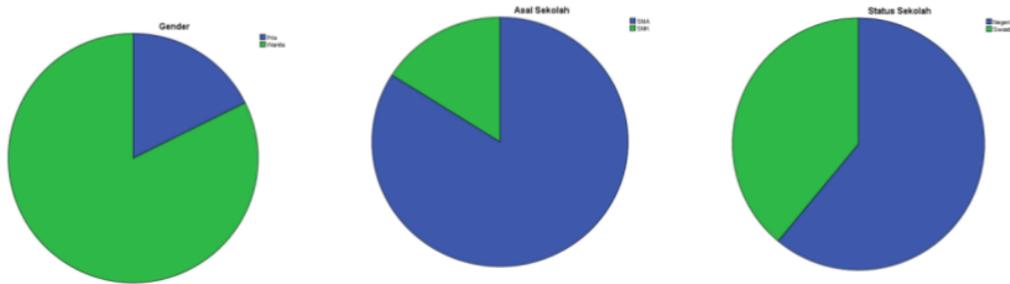
The quality of being openness refers to at least three aspects of interpersonal communication. First, effective interpersonal communicators should be open to the person to whom they interact, as well as a willingness to open itself reveal information that would normally be hidden. Second, it deals with willingness to communicate honestly to the stimulus. People who are silent, not critical, and no response is generally a tedious conversation participants. The openness shown by the way it reacts spontaneously to others. Third, it deals with "ownership" feelings and thoughts. Being open is the ability that someone is ready to admit his/her feelings and thoughts and responsible for it.

Person who is open is usually mentally healthy, Maslow in Yusuf & Nurihsan (2008:) noted that they have several characteristics: (1) perceiving life or his world as it is, and feel comfortable in living ; (2) Receiving himself, others, and the environment; (3) Be spontaneous, simple, natural, being honest, not contrived, and open; (4) Have a commitment or dedication to solve problems outside of themselves (which happened to someone else); (5) Be independent or independent; (6) Have a good appreciation on the surrounding environment; (7) Achieving peak experience that is a state of a person who experienced ecstasy; (8) Having social interests: sympathy, empathy, and altruistic; (9) having happy interpersonal relationship (friendship or brotherhood) with others; (10) Be democratic (tolerant and open); (11) Creative (flexible, spontaneous, open, and fearless).

METHODOLOGY

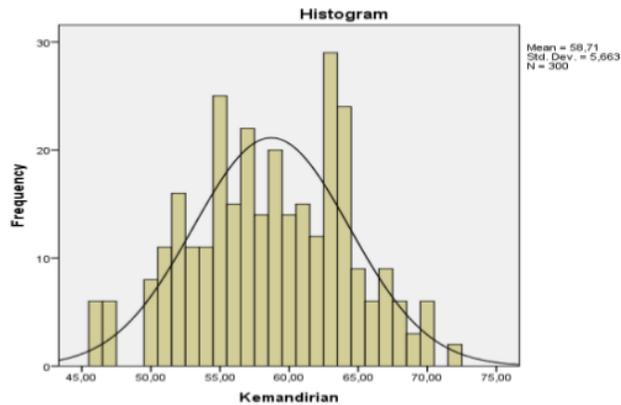
This is a survey study involving two research variables, namely, independence and openness. The data is taken by using purposive sampling technique and the subject are 300 students of Physical Education Department, English Education Department, and Early Childhood Teacher Education Department. The research subjects consisted of 53 men and 247 women, 252 vocational and 48 High School educational background, 183 are from public school and 117 are from private school. The research instrument used is questionnaire, each consisting of 20 items of questions. The validity of the instrument is tested by using exploratory factor analysis and thinking about each item weights corrected item total correlation > 0.300, while the reliability test with Alpha Cornbach is $\alpha = 0.836$.

FINDINGS



2
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Kemandirian	300	46,00	72,00	58,713	5,66257	-,084	,141	-,535	,281
Valid N (listwise)	300								



Based on the table and diagram above, it is found that the descriptive analysis of the data obtained independence dimension ratio of skewness is $-0804 / 0.141 = -1.902$. This number is in the region between -2 up to +2, it means the data distribution is normal. A mean value of 58.7 with a SD of 5.66 is considered low since the distribution of the data is divided into three groups, the score <56.4 (Mean - 0.5 SD) including a lower category, a score of 56.5 to 61 (-0.5 SD up to +0.5 Mean SD) medium category, and > 61 (mean + 0.5 SD) is high. The data also show that the mode is 63 in the area > 61 means that in general the subjects had high independence.

1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Keterbukaan	300	46,00	72,00	56,1233	5,03780	,586	,141	,699	,281
Valid N (listwise)	300								

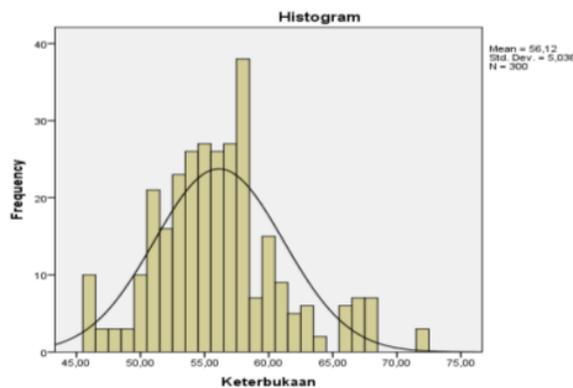


Table and diagram above indicated that the level of openness is in the mediocre category with the mean score 56.123 and SD 5.037, skewness ratio is 0.586 / 0.141 = 4.156 are outside the area -2 to +2 means of data distribution is not normal. Mode of data are 58 that are in the range of Mean - 0.5 SD up to Mean + SD of 0.5.

DISCUSSION

The independence level of the respondents were categorized as high as indicated by the mean value of 58.7 SD 5.66 with Mode 63 illustrates that in general the respondents have the independence that is qualified to be a teacher. This is a good start-up for further learning, because with that condition the will be teacher can be involved in a learning process that make the more independent. Independence people tend to be diligent and able to work hard (Hurlock, 1989). The independence should be function optimally in the education process at the institution for teacher education, so that the potential of will be teachers will grow. Learning model that provides students more room to practice, explore, discover, gathering, examine, create and then present their own product or creativity is more appropriate to apply for independent learners. Through such learning model, learners will be able to express their qualities and they will feel more satisfied with the results achieved, and then they will be more active to explore the sources of their own learning. In the learning process, independent individuals is a representation of its ability to regulate itself (Woolfolk, 2009). Individuals who are capable of self-regulation means that they are able to motivate themselves (Pervin, 2010).

The mean score of openness is 56.123 with SD 5.03 and mode is 58, make the level of openness is in mediocre category, meaning that in general the students is less imaginative and

creative. Individuals who are open always have the ability to realize themselves (Tirtaraharja & Sula, 2000). Creative according Syamsu & Nurihsan (2008) includes the ability to be flexible, spontaneous, open, and not afraid in making mistakes. Based on that data, the level of openness of will be teacher is still low, which also means they are less flexible, less spontaneous, and tend to be afraid of. They tend to do something when it is assigned to it, and less responsive, and possibly their imagination is still low. People who are less open also hard to accept themselves and others (Friedman & Schustack, 2008). In this study, individuals with less open tend to be passive, do not like to get involved in the adventure of finding and explore science itself. They feel more comfortable and satisfied with something that have been achieved, and in more extreme cases, they always felt good and be better than most other people. Based on these facts, it needs more intensive effort to improve the quality of openness students through exercises to accept themselves and others more objectively, either through intra-curricular and extracurricular activities.

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