Abstract—The objective of this study was to describe intelligence quotient (IQ) of prospective teachers in the Institute of Teacher Training and Education. The method used in this study is a quantitative descriptive study method (survey) to describe the conditions that occur in the situation. A total sample of 330 students was from the Faculty of Education, Faculty of Culture & Art, Faculty of Mathematics & Science, and Faculty of Economics. Culture Fair Intelligence Test (CFIT) Scale 3 Form A was used to measure students’ intelligence quotient. Based on the research results, it showed that (1) very few prospective teachers are in the smart and very smart category (4.3%), most of them are in the average category (57%), even there are students who are in the lower category (36.3%), and borderline (2.4%); (2) there are very few high school graduates who chose to continue their studies in the Institute of Teacher Training and Education as their first choice; (3) increasing the quantity of input in educational programs in the Institute of Teacher Training and Education must be followed by increasing the quality of input.

Keywords—intelligence quotient; institute of teacher training and education; prospective teachers

I. INTRODUCTION

Teachers are the determining factor of education success [1-3]. Teachers contribution to education is very crucial, such as in the field of learning [4], student test results [5], form a socio-affective class structure [6], class communication and interaction [7]. Some studies showed that teacher contributions remain high, even when the education system and learning approaches are various. The important role of teachers in education can be seen in the 2015-2030 targets of Sustainable Development Goals (SDG) which is declared by the United Nations that said in 2030 all governments will ensure all teachers are qualified, professionally trained, motivated and well-supported teachers.

Teachers need to develop their competencies according to the transformation of education effectively [8,9]. In Indonesian, unfortunately, we faced the fact that teachers’ competencies are still low. The national average of the 2015 Teacher Competency Test (UKG) for pedagogic and professional competencies is only 53.02, and the pedagogical competence, the national average is only 48.94, which is below the minimum competency standard (SKM), namely 55 [10].

The low teacher competency test results are an indication of quality problems of output that is produced by the Institute of Teacher Training and Education. The quality of a teacher is certainly strong in relation to intellectual capacity. Intelligence as the ability to process information, perceiving, knowing, reasoning and remembering [11,12]. Most intelligence tests measure performance [12,13]. Intelligence quotient or commonly called IQ is a number obtained from an intelligence test. Intelligence quotient is a term of human intelligence grouping which was first introduced by Alfred Binet, a psychologist from France in the early 20th century [12]. The most dominant intelligence theory in the concept of intelligence is fluid and crystallized intelligence from Cattell-Horn. In addition intelligence quotient, also affects performance when working [14,15].

Intelligence quotient believed as the best predictor of a person’s success, therefore it often uses for selections or job placements [16]. For instance, intelligence measurement was used as a method for teacher candidates for quality screening [17].

Although intelligence quotient can predict future leaders, there are other measurements that drive teacher qualifications, such as emotional intelligence [18]. Research findings showed that emotional intelligence has a correlation to burnout [19], life and job satisfaction [20], and affective commitment, continuance commitment and normative commitment [21]. However, there are rare researches that discuss how important intelligence quotient for teachers. On the other hand, both intelligence quotient and emotional intelligence have crucial to human cognitive control processes [22]. For that reason, this research will describe prospective teachers’ intelligence quotient in one of the Institute of Teacher Training and Education in Indonesia.
II. RESEARCH METHODS

A. Participants

The purpose of this study was to find out the description of the intelligence quotient of prospective teachers from one of the public universities in Indonesia. The research was conducted from July 2016 until November 2017.

The method used in this study is a quantitative descriptive study method (survey). The survey research method aims to describe the conditions that occur in a situation.

The population of this study is all students that studied in the Faculty of Education, Faculty of Culture & Art, Faculty of Mathematics & Science, and Faculty of Economics. There are 330 students who randomly involved in this study as a sample.

TABLE I. NUMBER OF STUDENTS BASED ON THEIR FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education</td>
<td>22</td>
<td>900 people</td>
</tr>
<tr>
<td>Faculty of Culture &amp; Art</td>
<td>21</td>
<td>650 people</td>
</tr>
<tr>
<td>Faculty of Mathematics &amp; Science</td>
<td>9</td>
<td>320 people</td>
</tr>
<tr>
<td>Faculty of Economics</td>
<td>8</td>
<td>330 people</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>2200 people</td>
</tr>
</tbody>
</table>

B. Measurements

Culture Fair Intelligence Test (CFIT) Scale 3 Form A was used in this research. CFIT was made by Raymond B. Cattel and A. Karen S. Cattel from University of Illinois, Champaign, the United States in 1949. This test is intended to measure "general ability" or "G factor". According to the intelligence theory proposed by Cattel, CFIT is a test used to measure a person's fluid ability. Fluid ability is a person's cognitive abilities that are hereditary. The advantages of using CFIT are: (1) the measurement can be trusted to know person's general ability in a relatively short time, and (2) can be used classically or in groups of 20 to 30 or more in a class led by a psychologist. CFIT has undergone several revisions since it was first compiled in the 1920s. CFIT is claimed to be a free test used for various individuals from any country and culture in the world [23].

The CFIT test was used to determine the level of the intelligence quotient of prospective teachers in the Institute of Teacher Training and Education. To ensure the validity of IQ data acquisition, researchers worked with the Guidance and Counseling Services Center in its implementation.

Data were analyzed based on CFIT test scoring guidelines. The classification of intelligence quotient in this study uses a combination of three methods namely Standford and Shy; Binet, Lewis Terman, and Wechsler with the following classifications:

<table>
<thead>
<tr>
<th>IQ Score</th>
<th>IQ level</th>
</tr>
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<tbody>
<tr>
<td>70 – 79</td>
<td>Borderline</td>
</tr>
<tr>
<td>80 – 89</td>
<td>Below Average</td>
</tr>
<tr>
<td>90 – 110</td>
<td>Average</td>
</tr>
<tr>
<td>111 – 120</td>
<td>Intelligent</td>
</tr>
<tr>
<td>121 – 130</td>
<td>Very clever</td>
</tr>
<tr>
<td>&gt; 131</td>
<td>Genius</td>
</tr>
</tbody>
</table>

III. RESULTS AND DISCUSSION

Based on the results of research that has been done regarding the level of intelligence quotient in 330 students of the Institute of Teacher Training and Education, it is known that most of the intelligence quotient of prospective teachers is in the average category which is 188 students or 57%, as many as 120 students (36.3%) prospective teachers are in the under-average category (IQ80-89), there are 13 prospective teacher students (4%) in the smart category (IQ111-120), and 8 students (2.4%) have intelligence quotient with borderline categories and one (1) student (0.3%) was in the very smart category (IQ121-130). The following is displayed in graphical form.

![Fig. 1. Picture of IQ of prospective teachers.](image-url)

Based on figure 1 it is known that only a very few prospective teachers are in the smart and very smart category (4.3%), most of them are in the average category (57%), there are even students who fall under the average category (36.3%), and borderline (2.4%).

From these data, it can be seen that the intelligence quotient of prospective teachers largely does not describe the ideal criteria of a prospective professional teacher who is required to be able to carry out learning based on theory, art, and creativity to be able to stimulate the activities and students’ potential. Consequently, prospective teachers are expected to have high intelligence quotient. Teachers can success in the world of education determined by several factors, and the biggest factor among them is the factor of intelligence quotient. This is in line with one of the 17 SDG (Sustainable Development Goals,
Countries with good education quality pay serious attention to the quality of input of prospective teachers. Finland makes improving the quality of teachers and principals one of the 3 main agendas in the reform of the education system.

The input conditions as explained above, of course, need to get serious attention, if we hope that teachers have good competence so that they can carry out quality education. The recruitment system is an important component in producing qualified teachers. In the report published by the World Bank mentioned.

A comprehensive framework for high-quality education requires attention to many different steps in the teacher management and development framework. Recruitment into the Institute of Teacher Training and Education institutions is the first step in the career of new teachers, and countries are using an ever wider range of higher-level candidates to recruit candidates for the teaching profession. Higher pay, of course (competitive with other "professions") helps, but many other strategies are also being applied [29,30].

A low intelligence quotient profile may have something to do with the input quality problem in Institute of Teacher Training and Education, especially the low secondary school graduates who come from excellent schools who continue their studies in educational programs.

Policy support is absolutely necessary to generate nationalism's idealism and responsibility so that these superior students are called to be teachers. For this reason, advocacy is in the form of socializing the teaching profession in the right way for This superior student becomes important. In one report published by the written world bank.

Active recruitment campaigns especially (a) among secondary school graduates with the highest achievement levels and, in some countries, “nontraditional candidates” (for example, mid-career professionals seeking a career change); and (b) among the teachers of subjects (usually science and mathematics) and in regions (rural and remote) where shortages of good teachers are often the greatest [29]. One of the conditions attached to the 21st century teaching profession is that students of education programs must come from selected graduates (the cream of the crops) [31].

Along with the seriousness of this superior student recruitment campaign, a scholarship program needs to be provided so that these superior students are interested in continuing their studies in educational programs at the Institute of Teacher Training and Education. This opinion is in line with the recommendations recorded in the world bank report. Financial incentives such as fee waivers, loans, and scholarships, perhaps biased toward underrepresented fields and teachers destined for difficult locations [29].

IV. CONCLUSION

Based on the explanation of the results of the research and discussion, some conclusions can be identified as follows:

- Prospective teachers’ intelligence quotient are classified into smart and very smart category (4.3%), average
category (57%), under the average category (36.3%), and borderline (2.4%).

- There are very few high school graduates who chose to continue their studies at the Institute of Teacher Training and Education as their first choice. As a result, the quality of students in the education program is not as good as in other fields.

- Increasing the quantity of input into educational programs in the Institute of Teacher Training and Education must be followed by an increase in input quality, such as intelligence screening for high school graduates who apply in the educational program. The screening result can be a major consideration to decide whether they will be accepted or not.

REFERENCES


