



Implementation of the Introduction to the School Field at FKIP University of Lampung

Tasviri Efkar¹; Rapani²; Fitriadi²

¹ Chemistry Education Department, University Lampung, Lampung, Indonesia

² Primary School Teacher Education Department, University of Lampung, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i7.2831>

Abstract

One of the abilities and qualifications of prospective teachers is the result of their participation in the School Field Introduction (PLP) program. PLP is expected to be one of the efforts to prepare competent and prospective teacher candidates in the world of work. Field experience in teacher education programs helps students grow and develop as teachers. Field experience, an important component of teacher preparation. PLP aims to strengthen students' academic abilities in education and learning through activities in schools. The method used is descriptive qualitative with interview instruments and drawing conclusions. Sources of data are student teacher candidates who do PLP in schools in Bandar Lampung. The subjects in the study were student teacher candidates who held PLP in schools in Bandar Lampung. The research subject selection technique used snowball sampling technique. The results of this study, the PLP activity planning indicators are carried out by procedurally making activity agendas in the form of circulars addressed to students, heads of study programs and heads of departments, collaborating with the Education Office, determining partner schools, placing placements, preparing orientation and debriefing materials. implementation indicators during the Coronavirus Disease (Covid-19) emergency period, teaching exercises and extracurricular assistance cannot be optimal because most of the implementation is online. And the indicators for the assessment of components and weights of the PLP assessment consist of: 10% attendance on campus and schools and 40% Oral Examination by PLP supervisors.

Keywords: *Introduction to School Fields; FKIP; Colleges*

Introduction

According to Law Number 14 of 2005 Article 1 concerning Teachers and Lecturers explains that teachers are professional educators who have the main task of educating, teaching, guiding, training, assessing and evaluating students in early childhood education through formal education, education primary and secondary education. Teacher education standards are standards that must be met by teachers in the teaching team, therefore teacher graduates as prospective professional teachers must have abilities that meet the requirements of a predetermined field, namely professional, pedagogic, social and personality competencies.

Prospective teachers must complete formal education at the Education Personnel Education Institute (LPTK). According to Hamalik (2008: 110), graduates of teacher training courses are generally expected to have a role in the physical, emotional, and social development of their students. You will teach and need to understand the activities that need to be carried out in the teaching and learning process to become an effective teacher that allows students to develop according to their skills. The implementation of this is according to his skills.

One of the abilities and qualifications of prospective teachers is the result of their participation in the School Field Introduction (PLP) program. PLP is expected to be one of the efforts to prepare competent and prospective teacher candidates in the world of work. Especially in the field of education or teachers. Based on Article 1 Paragraph 8 of Permenristekdikti number 55 of 2017, PLP is an observation and teaching process carried out by students to learn aspects of teaching and education management in educational institutions.

According to the Ministry of Research, Technology and Higher Education (2017), PLP is a subject and stage in the training of undergraduate professional teachers, and students must obtain learning outcomes through observation. In the process of schools or educational institutions, the development of teaching materials becomes a teaching and learning guide and is accompanied by reflective school actions under the guidance and supervision of lecturers and tutors.

According to the Directorate General of Learning and Student Affairs (2017), PLP I aims to lay the foundation for teacher identity through various forms of school activities, namely: direct observation of school culture; observation of school organization and management; compliance with school regulations. and regulations; observing Official school ceremonies (such as flag-raising ceremonies, information conferences); observing daily activities in the form of education, extracurricular and extracurricular activities, and observing positive school habits and practices.

According to the Directorate General of Learning and Student Affairs (2017), the Introduction to School Field II (PLP II) is the second stage of introducing the field of undergraduate education, which takes place in the sixth or seventh semester. Under PLP II, students must strengthen their academic abilities in education and learning through the following activities, combining critical thinking skills and higher thinking skills: overview of the course and teaching materials used by teachers; examine the teaching strategies used by teachers; check the teacher The assessment system used; Support teachers to formulate teaching plans, teaching aids, teaching materials and evaluation tools, analyze the use of information and communication technology in the classroom; conduct teaching exercises under the guidance of formal teachers and PLP II leaders to familiarize themselves directly with the learning process and strengthen the personality of prospective teachers; for students Doing homework and tutoring outside the curriculum; and help teachers carry out administrative work tasks.

“Problems in education do not have definite answers. No teacher education program can prepare teachers for all the situations they will face. The teacher himself will make the final decision from the many alternatives. Such judgments may be good or bad” (Han 1995). Ribich (1995) strongly believes that field experience in teacher education programs helps students grow and develop as teachers. Field experience, an important component of teacher preparation (Zeichner, 2010). One of the important outcomes for in-depth field experience is a deep understanding of the process of second language perfection in learning. (Addleman et al., 2014; Marx & Pray, 2011; Nero, 2009; Olmedo & Harbon, 2010; Zhao et al., 2009).

Internationally, it has been argued that quality teacher preparation is supported by strong partnership activities involving schools and universities providing early teacher education (ITE) (Beck & Kosnick, 2002; Lynch & Smith, 2012; Sivan & Chan, 2009; Smith, Brisard & Menter, 2006; Spendlove,

Howes & Wake, 2010; Zeichner, 2010). Prospective teachers should be given the opportunity to practice teaching opportunities with technology in all teacher education programs, field experiences, and induction phases (Mims et al., 2006; Moursund & Bielefeldt, 1999).

Teaching experience (ie, apprenticeship, apprenticeship) also has a greater influence on self-efficacy for pre-primary teachers (Housego, 1992; Hoy & Woolfolk, 1990; Tschannen-Moran et al., 1998). Inadequate training for cooperating teachers is also a serious challenge to create a consistent and optimal field experience for student teachers (Rodgers & Keil, 2006). Although most teacher education programs place great emphasis on linking pedagogical preparation with field experience, teacher candidates, such as the students cited above, are quick to point out the lack of usefulness of university-based courses in relation to field experience (Beach & Pearson, 1998; MacGillivray & Freppon, 2000; Roth, Masciotra, & Boyd, 1999; Roth & Tobin, 2001). Universities need a way to find out whether their field practice programs are of good quality (Cornelius & Greif, 2005; Domakin, 2014).

Based on considerations and field studies, the Association of State FKIP in Indonesia shows that the condition of students in the first semester (3 or 4) has not fully understood schooling. comprehensive, so that it will be difficult to implement PLP 1. In addition, the conditions and the number of schools in the location are very limited, including those used by other LPTKs or the private sector, making it difficult to implement according to these regulations. Thus, these courses are combined into PLP courses with the same number of credits and are carried out in semester 6 or 7 after students meet certain requirements to be able to carry out PLP. The results of interviews with PLP Advisors in period 1 show that several things happened in the field, including observations of school culture, teaching exercises and extracurricular activities in the field that were not optimal because there were several schools carrying out online learning with red zone status.

The Integrated Field Practice Unit is a forum for implementing School Field Introduction activities at the Faculty of Teacher Training and Education, University of Lampung, the PLP implementation consists of 2 periods each year, the first period from February to May and the second period from July to October.

Handbook of PLP FKIP University of Lampung (2021) Graduates of FKIP University of Lampung are expected to become professional and valuable teaching candidates. Teachers who have noble and professional character must be able to internalize ethical, aesthetic and knowledge values obtained in social life in order to motivate students to become professional teacher candidates.

As an introduction to Field Experience Practice (PPL) courses in the teaching profession program (PPG), PLP courses must have clear, precise and measurable goals so that students have a complete understanding of all aspects after completing this course. Related practice. Or carry out training courses at educational institutions. PLP courses are teaching tools that enable students to observe, identify, research and analyze aspects of education, including lesson planning, learning processes, evaluation of learning outcomes, analysis of learning outcomes, reporting of learning outcomes, education management, and administrative training. The vitality of teachers and education, as well as the relationship of education with society and government. In addition, PLP courses must also be able to make a conceptual contribution to the education development of educational units in terms of planning, implementation and evaluation.

As part of the implementation of PLP courses in schools, proper training is needed, because it includes stakeholders such as supervisors, tutors, school principals, as well as PLP implementation guidelines and technical implementation planning, and the results of implementation are not only based on student performance, measurement also includes their ability to execute.

Based on the explanation above, an analysis of the Implementation of the Introduction to the School Field at FKIP, University of Lampung will be analyzed.

Method

The research conducted is a qualitative descriptive study, namely research that describes a description or description of an object or event as deeply as possible without any intervention on the event or object studied by Kountur (2018), Moleong, (2017) and Sukardi, (2015). This research describes the implementation of PLP in schools in Bandar Lampung. The instruments used in this study were interviews and drawing conclusions. Sources of data are student teacher candidates who carry out School Field Introductions (PLP) in schools in Bandar Lampung. The subjects in the study were student teacher candidates who held a School Field Introduction (PLP) in schools in Bandar Lampung. The research subject selection technique used snowball sampling technique. Snowball sampling is a method of determining research subjects from one source to another to complement each other's data. This activity is carried out considering that the data source from one source has not been able to describe it completely so that other sources are needed to complete it (Sugiyono, 2015).

Result and Discussion

Results

In this study there are several indicators that are implemented, namely planning, implementation and assessment. PLP planning indicators are (1) making an agenda of activities in the form of circulars addressed to students, heads of study programs and heads of departments. (2) Make a schedule of activities as well as registration (3) Coordinate with faculties/departments/study programs to determine supervisors (4) Create guidelines (5) Cooperate with the Education Office (6) Determine partner schools (7) carry out placement (plotting) students (8) prepare orientation and briefing materials. (9) Coordinate with partner schools to determine tutors (especially PLP II).

Furthermore, the implementation indicators are (1) the PLP Management Unit coordinates the implementation of activities (2) coordinates the delivery of PLP I participants to partner schools (3) PLP I participants conduct PLP 1 observations, carry out activities in PLP II (4) Supervisors supervise PLP 1 and II, the civil servant teacher conducts PLP II guidance (5) Monitoring and evaluation (6) Coordinates the withdrawal of PLP I participants from partner schools (7) The PLP Management Unit coordinates the collection or upload of PLP scores by PLP supervisors.

The last indicator is the assessment, (1) the components and weights of the PLP assessment consist of: 10% attendance on campus and schools, PLP I implementation reports, Oral Examination by PLP supervisors 40% (2) Assessment can be done using the sample format provided (attached) (3) The assessment is carried out by the PLP I supervisor in accordance with the determined components and weights of the assessment (4) The passing grade limit for PLP I passing grade is at least B (76).

Discussion

The planning of PLP activities has been carried out procedurally by making an activity agenda in the form of circulars addressed to students, heads of study programs and heads of departments, both from letters, websites, social media and Whatsapp Group. Make a schedule of activities as well as registration that has been scheduled in the rundown of PLP activities, in this case there is a change in the schedule that should be implementing PLP in January but starting in early February because referring to the

governor's circular letter it is not allowed to carry out KKN/PLP activities in red zone status and mandatory carry out KKN/PLP independent local men. Coordination with faculties/departments/study programs to determine supervisors has been carried out by providing letters and forms for prospective Supervisors. The PLP guide has been made referring to the PLP guide from the Directorate General of Learning and Student Affairs (2017). Collaborating with the Education Office carried out by the PLT unit with official trips to every district/city and province in the Lampung province, for education offices outside the Lampung province, this is done online. Determining partner schools which were previously determined by the students themselves with indicators of the nearest school where they live, which school of origin and which school would accept it. Placing students has been determined by the students themselves. Prepare orientation and debriefing materials that are submitted to the Advisory Lecturers to be delivered to their respective guidance students. Coordinate with partner schools to determine the tutor teacher (especially PLP II) through communication with supervisors and students.

The implementation of PLP planning has undergone many changes due to internal and external factors during this pandemic, even though according to (Listyangsih, 2014: 90), planning is a continuous process, covering two aspects, namely the formulation and implementation of plans. Plans can be used to monitor and evaluate progress, because plans are essentially guidelines for carrying out activities.

Furthermore, the implementation indicators in coordinating activities and coordinating the delivery of PLP I participants to partner schools are carried out by the PLT unit and supervisors. PLP participants observed PLP I who studied. organizational structure and school work procedures for which information can be obtained by the principal, vice principal and picket teachers, school rules and regulations, ceremonial-formal activities at school (for example: flag ceremony, briefing meeting), routine activities in the form of curricular, co-curricular and extra-curricular, in this case constrained by the existence of national school rules online in accordance with the issuance of Circular Letter Number 4 of 2020 concerning the Implementation of Education During the Coronavirus Disease (Covid-19) Emergency by Anwar Makarim. Regarding learning from home. The Minister of Education and Culture emphasized that online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. The Minister of Education and Culture recommends that regions that have been learning from home should ensure that teachers also teach from home to maintain the safety of teachers, participants find it difficult to implement. Likewise with the implementation of activities in PLP II, namely reviewing the curriculum and learning tools used by teachers, studying learning strategies used by teachers, reviewing the evaluation system used by teachers, assisting teachers in developing lesson plans, learning media, teaching materials, and evaluation tools, examining the use of information and communication technology in learning, teaching exercises with the guidance of tutors and PLP II supervisors, with the aim of experiencing the learning process firsthand, as well as strengthening the identity of prospective educators, carrying out tasks of mentoring students and extracurricular activities and assisting teachers in carrying out tasks The teacher's administrative work tasks, in general, can run well, but at the point of teaching training and extracurricular assistance it cannot be optimal because most of the implementation is online. The supervising lecturer conducts PLP I and II mentoring by determining the location of the closest student and the most distant student guidance, where the location of the mentoring is recommended by the PLT unit. The civil servant teacher conducts online and offline mentoring with the agreement of the student and tutor teacher. Monitoring and evaluation carried out by the PLT unit was also constrained by the spread of student PLP locations so that the PLT team went down to monitoring and evaluating to find the largest sample of students in schools in urban districts in Lampung province. Coordinate the withdrawal of PLP participants from partner schools online and offline so that the PLT unit can direct the Advisory Lecturer to coordinate with the principal regarding the technical withdrawal. The PLP Management Unit coordinates the collection or upload of PLP scores by PLP supervisors through WAG and a delivery system via a link drive on PLP scores and student reports.

The last indicator is the assessment, components and weights of the PLP assessment consisting of: 10% attendance on campus and school in fact the implementation has not been optimal, the PLP implementation report is not palpable because it is uploaded through the PLP website, Oral Examination by PLP supervisors 40% with a schedule made strict and use health protocols in order to be able to carry out oral exams offline at the FKIP campus, University of Lampung. The assessment has been carried out using the sample format provided by the PLP supervisor in accordance with the components and assessment weights determined with an average score above 80 for PLP participants period 1.

Conclusion

It can be concluded that the PLP implementation process at the PLT FKIP unit, University of Lampung has maximum enough. There are some that are in accordance with the guidelines, some are not according to the guidelines but still follow the PPL style. Due to the COVID-19 pandemic, the planning, implementation and assessment of the PLP period 1 2021 will also be disrupted. It will become an input for PLP in the future to make more precise guidelines with the atmosphere during the pandemic.

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