



## Implementation of School Field Introduction (PLP) on Basic Teaching Skills for Prospective Elementary School Teacher Students

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### Abstrak

Penelitian ini bertujuan untuk mengetahui keterlaksanaan dan keterampilan dasar mengajar mahasiswa pendidikan guru sekolah dasar Fakultas Sains Teknologi dan Pendidikan Universitas Muhammadiyah Lamongan melalui kegiatan pengenalan lapangan persekolahan (PLP) di Sekolah Dasar. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif bentuk *One-Group Pretest-Posttest*. Teknik pengumpulan data dalam penelitian ini menggunakan teknik survey. Hasil uji validitas instrumen keterlaksanaan PLP dinyatakan valid serta uji realibilitas dinyatakan reliabel dengan  $0,746 > 0,413$  (r tabel) dan instrumen peningkatan keterampilan mengajar melalui dinyatakan valid dan uji realibilitas dinyatakan reliabel dengan  $0,719 > 0,413$  (r tabel). Hasil uji keterlaksanaan PLP sebesar 26,76 yang berarti bahwa pelaksanaan PLP telah berjalan dengan sangat baik sesuai dengan nilai kategorisasi mean hipotetik. Sedangkan hasil analisis uji hipotesis menggunakan *paired sample t-test* diperoleh nilai signifikan sebesar  $0,002 < 0,05$  jadi dapat disimpulkan bahwa ada peningkatan keterampilan dasar mengajar mahasiswa setelah melakukan kegiatan Pengenalan Lapangan Persekolahan (PLP).

**Kata Kunci:** Pengenalan Lapangan Persekolahan (PLP), Keterampilan dasar mengajar, Mahasiswa.

### Abstract

*This study aims to determine the implementation and basic teaching skills of elementary school teacher education students, Faculty of Science, Technology, and Education, the University of Muhammadiyah Lamongan through school field introduction activities (PLP) in elementary schools. The approach used in this research is a quantitative form of One-Group Pretest-Posttest. Data collection techniques in this study using survey techniques. The results of the validity test of the PLP implementation instrument were declared valid and the reliability test was declared reliable with  $0,746 > 0,413$  (r table) and the instrument for improving teaching skills is declared valid and the reliability test is declared reliable with  $0,719 > 0,413$  (r table). The results of the PLP implementation test are 26.76, which means that the PLP implementation has gone very well following the hypothetical mean categorization value. While the results of the analysis of hypothesis testing using paired sample t-test obtained a significant value of  $0.002 < 0.05$  so it can be concluded that there is an increase in students' basic teaching skills after carrying out School Field Introduction activities (PLP).*

**Keywords:** Introduction to the Field of Schooling (PLP), Basic teaching skills, Students.

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## INTRODUCTION

The policy of the Independent Learning program is not only proclaimed at the tertiary level but also the study program level. The independent learning program for higher education is called the Merdeka Learning Campus. In the independent learning campus program, there are various kinds of activities that can be carried out by students, one example of activity is teaching programs in schools that are following activities in the PGSD Study Program, namely Introduction to School Fields (PLP).

To produce professional and competent teacher candidates, a systematic and quality educational process is needed (Kharisma, 2021)(MZ, 2021), because education is very urgent in an effort to improve the quality of human resources, although the urgency of education in Indonesia is accompanied by various problem factors, ranging from educators, learners, educational tools or infrastructure, to educational and environmental goals (Huda, M. M., & Gunansyah, 2018). Education is not only about the process of getting a diploma as one of the requirements to meet qualifications, but education must guarantee a process of behavior change in a positive direction (MZ, A. S. A., Rusijono, R., & Suryanti, 2021). For this reason, in the implementation of higher education, it is charged to learning outcomes in courses. So that, to support the achievement of graduate competencies, students who are prospective elementary school teachers are provided with educational courses, one of which is the introduction of the school field introduction course (PLP).

PLP activities are field practice activities where PGSD students observe the academic atmosphere in elementary schools. Observation and analysis activities on the problems found in schools are the main activities of the PLP program (Usman & Maruf, 2013). PLP is a program of efforts carried out by the Educational Personnel Education Institution (LPTK) in improving the implementation of the undergraduate education program (Nurasih, P., Suprianto, 2015)(Darmadi, 2015) In teacher education standards, PLP is one of the important aspects or activities to produce professional teachers. The PLP activities are a) planning with the guidance of field supervisors and civil servants; b) its implementation in laboratory schools/partner schools; and c) making reports on the results of activities.

The School Field Recognition Practice in the Department of Education, especially in PGSD, aims to enable students to implement and compare theoretical and practical knowledge gained while in college. In addition, the introduction of the school field activity is expected to be able to equip students to further improve their experience and skills professionally by the demands of the world of work and technological developments that are developing in the community primarily in understanding and applying pedagogical competencies. Pedagogical competence is the ability to manage learning activities that must be mastered and applied by teachers in the implementation of learning activities (Suhartoyo et al., 2020)(Siregar et al., 2020). Every education student requires teacher practice which is currently packaged in the introduction of the school field (PLP) to form professional teacher candidates by preparing mentally and materially following the competency test (Mardiyono, 2012)(Sadikin & Siburian, 2019).

The purpose of the Introduction to the School Field (PLP) is to gain teaching experience and good teaching skills to support student one step further to become professional educators. With the PLP, it is hoped that it can form a person who has strong attitudes, knowledge, skills, and mental values as a teacher (Mardiah, M., & Yulhendri, 2020).

The target in the introduction of the school field (PLP) is the achievement of the personality of prospective educators who have the knowledge and skills as a teacher who can use them appropriately in the teaching process both inside and outside educational institutions or schools (Margunani, 2018).

The introduction of the school field is beneficial for students, in addition to providing practical experience in the field, it also provides opportunities for students to apply theories or concepts that have been learned on campus so that students can practice their skills in actual situations in the field. Furthermore, the

introduction of the school field is useful for equipping students with professional skills in a short period so that students have the confidence to enter the workforce. The school environment as a place of practice is very influential for the formation of strengthening learning outcomes, forming attitudes, introducing the work environment, and increasing students' teaching abilities and skills according to their fields.

The requirement for taking PLP courses is passing the basic education courses. Students of the Elementary School Teacher Education study program have taken various kinds of educational courses that support the achievement of the competence of graduates of the study program (Widiyono, A., Irfana, S., & Firdausia, 2021). However, students have never carried out learning activities at school to know the teaching practice or teaching skills of a teacher directly. So that student are seen to need to know in real the learning process in elementary schools carried out by teachers. This is with the aim that students can know thoroughly the atmosphere and academic and non-academic activities in elementary schools, especially on the teaching skills displayed by elementary school teachers in learning activities.

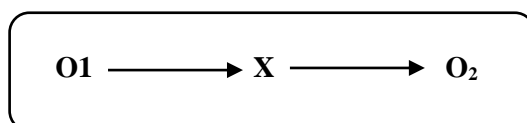
Basic teaching skills are the minimum skills that must be possessed by a teacher to support learning activities. There are at least 8 teaching skills, namely: (1) questioning skills, (2) strengthening skills, (3) variations/stimulus skills, (4) explaining skills, (5) opening and closing lessons, (6) discussion guiding skills. small groups, (7) classroom management skills, and (8) small group/individual teaching skills. All these skills must be mastered by students as prospective teachers in elementary schools to support the implementation of good learning activities (Sutisnawati, 2017).

To overcome the problem of how to hone basic teaching skills for students, in elementary schools, study programs are required to provide a briefing on how to teach well and provide teaching experience to students to prepare students to become teachers. The practice of field experience given to students greatly affects the readiness to become teachers, and interest in becoming a teacher is very necessary to produce professional-quality teachers (Khaerunnas & Rafsanjani, 2021). The readiness of students to become teachers is determined by students' interests in carrying out Field Experience Practice (PPL) and a family environment that supports students in carrying out practical activities will have a good influence on increasing student motivation (Yuniasari, T., & Djazari, 2017). Learning achievement is also an indicator of student readiness to become teachers (Junaidi, N., Silvia, A., & Susanti, 2018).

Therefore, this study aims to determine the implementation of School Field Introduction (PLP) activities and improvement of basic teaching skills of PGSD, Faculty of Science technology and education, University of Muhammadiyah Lamongan students through the implementation of School Field Introduction (PLP) MBKM activities in elementary schools.

## METHOD

This research design uses a quantitative approach in the form of a One-Group Pretest-Posttest. This design can be described as follows:



### Description

- O1 = Pretest value (before given treatment)  
X = Treatment of the sample, given learning media *Flipchart*  
O2 = Post Test Experiment group

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2010). On the other hand, the population is the entire research subject (Arikunto, 2010). In this study, the population is the fifth-semester students of the S1 Elementary School Teacher Education Study Program, Faculty of Science, Technology, and Education, University of Muhammadiyah Lamongan. In this study, the population is limited so that all populations are used as research samples. The subjects of this study were 38 students in the 5th semester of the S1 Elementary School Teacher Education Study Program.

Data collection techniques are the most important step in research because the main purpose of research is to obtain data (Sugiyono, 2010). Following the problems regarding the implementation of School Field Introduction (PLP) and improving students' basic teaching skills through School Field Introduction (PLP), the data collection technique used survey techniques. The research instrument used was a questionnaire. The questionnaire was divided into 2, namely a questionnaire to determine the implementation of School Field Introduction (PLP) and a questionnaire to determine the improvement of students' basic teaching skills through School Field Introduction (PLP).

The data analysis technique used to measure the implementation of the School Field Introduction (PLP) and the improvement of students' basic teaching skills through the School Field Introduction (PLP) is divided into 3 testing stages, namely: instrument testing, implementation testing, and hypothesis testing.

Testing the instrument in the form of a questionnaire using a validity test and reliability test to determine the feasibility of a questionnaire in the form of a rating scale (1-4), a product-moment validity test to determine the validity and suitability of the questionnaire used by researchers to obtain data from respondents or research samples and test reliability. Cronbach's alpha to determine the level of consistency of a questionnaire used by researchers, so that the questionnaire can be relied upon to measure research variables, even though this study was carried out repeatedly with the same questionnaire or questionnaire using SPSS.

**Table 1. Rating Scale Questionnaire**

Mark	Criteria
1	Not enough
2	Enough
3	Good
4	Very good

Testing the implementation of the School Field Introduction (PLP) using a descriptive statistical test using the SPSS application. Research data is described through descriptive statistics to describe the data on the average value of the respondent's survey, maximum, minimum, and standard deviation values. The categorization of respondents' level of PLP implementation is arranged through the category of hypothetical means. Testing the hypothesis in this study used a t-test using a paired sample t-test by testing one party seen from the pretest and posttest scores. The paired sample t-test was used to determine the improvement of students' basic teaching skills through Introduction to the School Field (PLP). Hypotheses to be tested:

**Ha:** There is an increase in the basic skills of teaching students through PLP.

**Ho:** There is no improvement in students' basic teaching skills through PLP.

The decision-making guidelines in the paired sample t-test based on the significance value (Sig.) using a significance level of 5% and a 95% confidence level of SPSS output results are as follows.

1. If the value of Sig. (2-tailed) < 0.01, then Ho is rejected and Ha is accepted.

2. If the value of Sig. (2-tailed) . 0.01, then Ho is accepted and Ha is rejected.

## RESULTS AND DISCUSSION

### *Research Instrument Test Results*

The research instrument used was a questionnaire. The questionnaire was divided into 2, namely a questionnaire to determine the implementation of School Field Introduction (PLP) and a questionnaire to determine the improvement of students' basic teaching skills through School Field Introduction (PLP).

The results of the product-moment validity test and Cronbach's alpha reliability test results to see the validity and consistency of the School Field Introduction (PLP) implementation questionnaire, can be seen in Table 2 below.

<b>Table 2. Implementation of PLP</b>			
<b>No Item</b>	<b>rx<sub>y</sub></b>	<b>r<sub>table</sub></b>	<b>Description</b>
<b>X1</b>	0.666	0.413	Valid
<b>X2</b>	0.581	0.413	Valid
<b>X3</b>	0.619	0.413	Valid
<b>X4</b>	0.603	0.413	Valid
<b>X5</b>	0.434	0.413	Valid
<b>X6</b>	0.729	0.413	Valid
<b>X7</b>	0.603	0.413	Valid
<b>X8</b>	0.604	0.413	Valid
<b>Reliability</b>			<b>0.746</b>

From the table above, the data can be seen. The results of the product-moment validity test resulted in the validity value of each questionnaire item  $r_{count} > r_{table}$  0.413 ( $r_{table}$ ), then as the basis for decision making in the validity test it can be concluded that all questionnaire items for the implementation of the Introduction to Schooling Field (PLP) are valid. and the results of the reliability test of 8 questionnaire items with a Cronbach's alpha value of  $0.746 > 0.413$  ( $r_{table}$ ) it can be concluded that the PLP questionnaire or questionnaire was declared reliable or reliable as a data collection tool in the study.

Meanwhile, the results of the product-moment validity test and Cronbach's alpha reliability test results to see the validity and consistency of the questionnaire to improve students' basic teaching skills through Introduction to the School Field (PLP). can be seen in table 3.

<b>Table 3. Improvement of Basic Teaching Skills</b>			
<b>No Item</b>	<b>rx<sub>y</sub></b>	<b>r<sub>table</sub></b>	<b>Description</b>
<b>X1</b>	0.497	0.413	Valid
<b>X2</b>	0.491	0.413	Valid
<b>X3</b>	0.647	0.413	Valid
<b>X4</b>	0.656	0.413	Valid
<b>X5</b>	0.608	0.413	Valid
<b>X6</b>	0.492	0.413	Valid
<b>X7</b>	0.425	0.413	Valid
<b>X8</b>	0.482	0.413	Valid

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<b>Reliability</b>	<b>0.719</b>
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From the table above, the data can be seen. The results of the product-moment validity test resulted in the validity value of each questionnaire item  $r_{count} > r_{table}$  0.413 ( $r_{table}$ ), then as the basis for decision making in the validity test it can be concluded that all questionnaire items for the implementation of the Introduction to Schooling Field (PLP) are valid. and the results of the reliability test of 8 questionnaire items with Cronbach's alpha value of  $0.719 > 0.413$  ( $r_{table}$ ) it can be concluded that the questionnaire or questionnaire to improve students' basic teaching skills is declared reliable or reliable as a data collection tool in research. So that the questionnaire can be relied upon to measure research variables, even though this research was carried out repeatedly with the same questionnaire or questionnaire.

#### **Implementation of MBKM Implementation Through School Field Introduction (PLP)**

The MBKM program has a good influence on students, one of which is the teaching assistant program in the education unit. The PGSD study program carries out this program in several partner schools that have collaborated with the PGSD study program. In the MBKM activity through the Introduction to School Fields, 5th semester students at several partner schools, including SD Muhammadiyah 1 Lamongan, MI Muhammadiyah 1 Sukodadi, SD Muhammadiyah 1 Babat, MI Muhammadiyah 1 Payaman, and SDN Tambakrigadung 2. Results of descriptive statistical analysis on the implementation of MBKM through Introduction to School Fields can be seen in table 4.

**Table 4. Results of descriptive statistics**

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Sum	mean	Std. Deviation
<b>PLP implementation</b>	38	16.00	16.00	32.00	1017.00	26.7632	3.22519
<b>Valid N (listwise)</b>	38						

#### **Description:**

The range of the number of responses related to the implementation of PLP is 8-32

#### **Hypothetical Mean Categorization**

- Value 1-14 = Poor PLP Implementation
- Value 15-20 = PLP implementation is quite good
- Value 21-26 = Good PLP Implementation
- Value 27-32 = Very Good PLP Implementation

Based on the results of descriptive statistical analysis with the help of SPSS software, the average result of PLP implementation is 26.76. This means that the implementation of PLP has been running very well by the categorization value of the hypothetical mean.

The school field introduction program (PLP) is a compulsory study program for teaching students in which the condition for implementing the program is that students must pass the microteaching course so that it is ensured that before entering the field students are first provided with the ability in knowledge and good teaching skills (Oemar, 2011). Thus, this mandatory activity is expected to be a basis for students to practice and prepare themselves to become quality teachers and of course have professional, social, personality, and

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pedagogic competencies so that they can guide generations to become better (Ni'mah, F. U., & Oktarina, 2014). The practice of introducing the school field needs to be carried out,

### **Improving Students' Basic Teaching Skills through PLP**

The results of hypothesis testing on the variable Introduction to School Fields (PLP) on improving students' basic teaching skills using paired sample t-test can be seen in table 5.

		Paired Differences					t	df	Sig. (2-tailed)
	mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
<b>Pair 1</b>	<b>Pre Test- Post Test</b>	-12,421	10,739	3,607	-19068	-6.774	-4.884	38	.002

The results of the analysis obtained a significant value of 0.002 < 0.05 so it can be concluded that there is an increase in students' basic teaching skills after carrying out the School Field Introduction (PLP) activity.

The introduction of the School Field (PLP) has a great influence on improving students' teaching skills to prepare to become a teacher (Khaerunnas & Rafsanjani, 2021). The introduction of the School Field also has a positive influence on student interest in preparing to become good teachers (Masni, H., Hutabarat, Z. S., Andriani, L., & Afriliani, 2021). Teaching skills are needed to prepare professional teachers (Burns et al., 2016)(Ni'mah, F. U., & Oktarina, 2014). Based on the theory and the results of previous research, the practice of introducing the school field is very important for education students because, with the introduction of the school field, students can gain experience, knowledge, and skills in teaching, this is directly proportional to the readiness of students to become professional teachers.

## **CONCLUSION**

From the results of data analysis and discussion, it can be concluded that the implementation of the School Field Introduction (PLP) on the basic teaching skills of prospective elementary school teacher students is very well done and can increase students' basic teaching skills after carrying out the School Field Introduction (PLP) activity.

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