

The Effect of Implementing the Introduction to School Fields on Students' Teaching Ability

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Abstrak

Tujuan Penelitian ini untuk mengetahui Pengaruh pelaksanaan lapangan persekolahan terhadap kemampuan mengajar mahasiswa Angkatan 2018 Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Gorontalo. Penelitian ini menggunakan pendekatan kuantitatif, dengan metode penelitian *Eksplanatori*. Data yang digunakan adalah data primer yang diperoleh dari penyebaran kuesioner pada mahasiswa jurusan Pendidikan ekonomi Angkatan 2018 Universitas Negeri Gorontalo. Jumlah Penarikan Sampel dalam penelitian ini sebesar 43 responden. Teknik analisis data menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa terdapat Pengaruh Pelaksanaan Lapangan Persekolahan Terhadap Kemampuan Mengajar Mahasiswa Angkatan 2018 Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Gorontalo. Besaran Pengaruh Pelaksanaan Lapangan Persekolahan Terhadap Kemampuan Mengajar Mahasiswa Angkatan 2018 Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Gorontalo 40,6% sedangkan sisanya sebesar 59,4% dipengaruhi oleh variabel yang tidak diteliti.

Kata Kunci: Pengenalan Lapangan Persekolahan, Kemampuan Mengajar Guru

Abstract

This study aims to determine the effect of implementing school introduction and orientation toward students' teaching abilities in the class of 2018, Economic Education Department, Faculty of Economics, Universitas Negeri Gorontalo. This research uses a quantitative approach and explanatory research methods by taking primary data from the distribution of questionnaires to students in Economic Education, Class of 2018, Universitas Negeri Gorontalo. The number of sampling in this study is 43 respondents, and the data analysis technique uses simple linear regression. The results show that school introduction and orientation influence the teaching abilities of students in the class of 2018 Economic Education Department, Faculty of Economics, Universitas Negeri Gorontalo. The influence amount reaches 40.6%, and the rest unexamined variable influence 59.4%.

Keywords: School Introduction and Orientation, Teacher's Teaching Ability

INTRODUCTION

Improving the quality of education is more influenced by the quality of human resources, where material resources cannot be of optimal use without reliable human resources. Thus, it can be said that the success of education is determined by human resources who are professional, qualified and have a high commitment in the field of education.

Teachers as educators carry out learning engineering. Learning engineering is carried out based on the applicable curriculum (Mudjiono 2006:3). In every effort to improve the quality of education, such as updating the curriculum, developing learning methods, providing educational facilities and infrastructure, as well as developing learning methods, providing educational facilities and infrastructure, as well as developing evaluation

of learning outcomes, will only be meaningful if it involves teachers as the spearhead of the implementation of education on a broad scale. It cannot be separated from the existence of a teacher as a professional educator.

As times progress, teachers are required to be more able to develop students' abilities independently, moreover a strategy with an interesting learning scheme by implementing several interactive learning methods accompanied by unique media to optimize learning activities. However, currently some teachers still lack the ability to implement educational innovation products, the teacher's ability to master the field of study is low, and they lack mastery of learning techniques and methodologies that are appropriate to the characteristics of the learning material.

So the ideal teaching ability of prospective Economic Education teachers is still not a reality, research results show that the teaching ability of prospective teachers is still low and still requires more in-depth training and learning experiences according to Suciati in (Kaniawati 2007:22). Other research reveals that prospective teachers who are undertaking Teaching Practice 2 experience difficulties in mastering and delivering teaching materials, skills in opening and closing lessons, formulating specific learning objectives, preparing learning media and managing in the classroom.

Therefore, the teacher must participate actively and place his position as a professional educator in accordance with the demands of the times. A professional teacher must have four competencies that must be mastered which are formulated in accordance with the Law on Teachers and Lecturers No. 14 of 2005 Chapter IV Article 10 Paragraph 1. Namely pedagogic competence, personal competence, professional competence and social competence.

Where it is explained that personality competence is a personal ability that reflects a solid, stable, mature, active, and authoritative personality such as acting according to legal norms, social norms, being proud as a teacher, and having consistency in acting. Show independence in acting as an educator and have a work ethic as a teacher. Have behavior that has a positive effect on students and have behavior that is respected.

Competence possessed by teachers is a manifestation of the implementation of their profession, in which basically competent teachers are teachers who have skills, are competitive, capable in teaching and have a good personality and are able to make adjustments in society. According to (Rahmad Kasim; Usman Moonti; Sudirman Sudirman, 2023) that teacher professional competence has a very positive influence on improving student learning outcomes so that teachers are required to be more professional in carrying out the learning process.

Gorontalo State University (UNG), which is an LTPK in Indonesia, one of whose goals is

to develop and disseminate innovation in the field of education and teaching to improve the quality of the teaching and learning process and learning innovation. Therefore, Gorontalo State University, especially in the Department of Economic Education, provides maximum knowledge of educational skills, both in the teaching process and other supporting programs.

The Department of Economics Education has the task of preparing professional teacher candidates through various educational study programs, both theory and practice. It is expected to be able to produce professional teacher candidates so as to be able to improve the quality of education in Indonesia. The Department of Economics Education equips students with various courses in the field of Education both theory and practice of learning, students' development, the Education profession, lesson planning, teaching and learning strategies in Economics, introduction to Education, Teaching Practice 1 and 2 which are theoretical and mandatory educational practices.

In this case improving the teaching ability of teachers, each teacher candidate is required to take part in an introduction to the schooling field (Teaching Practice 2), this activity is carried out to train prospective teachers in mastering teacher skills as a whole and directed, so that after completing their education they are ready independently, ready independently. mental and responsible in developing duties as a teacher. According to (Sudirman & Agus Hakri Bokingo, 2017). The abilities possessed by the teacher must include five aspects

- 1) teacher's ability to design a learning process,
- 2) the teacher's ability to implement the plan,
- 3) the teacher's ability to carry out an evaluation process of a process that has been carried out,
- 4) a teacher's ability to make personal relationships with students and
- 5) the teacher's ability to carry out professional development, so that becoming a teacher must have mature of preparation.

Activities in Teaching Practice 2 are carried out in 3 months in semester 7. During the Teaching Practice 2 activities students will be accompanied by a tutor from the school where they carry out the Teaching Practice activities. After the Teaching Practice Program activities are completed, each tutor teacher has the obligation to carry out assessments of students during the Teaching Practice Program activities.

In Teaching Practice Program 2 activities, students will be faced with the situation of becoming a teacher, through a training program, in the form of performance related to the position of a teacher, both teaching activities and other teacher duties. When interacting in Teaching Practice Program 2 activities, prospective teachers are required to be able to adapt to classroom environment and with fellow teachers.

It's just that because of the short period of time Teaching Practice Program 2 activities did not run optimally, where the candidates carried out this activity in only 3 months, this short time would be difficult for a teacher to develop skills both in teaching and in developing other teacher tasks. In several cases found in the field there were several schools in implementing Teaching Practice Program 2, it was only implemented in 10-12 weeks, making it difficult for a teacher broker to develop skills and adapt to the environment in the teaching world.

Another obstacle is the demand for mastery of the material that will be taught during the Teaching Practice Program 2 implementation process, in this case prospective teachers are given the responsibility to teach subjects, but it is often found that prospective teachers are given the responsibility to teach subjects that do not suit their abilities or educational background. , then this is what makes it difficult for prospective teachers to master the material to be taught in class. Based on the description above, research on the effect of implementing Teaching Practice Program 2 on students majoring in economics education is very necessary to reveal the level of success of Teaching Practice Program 2 on students as prospective teachers

in the economics education department. Therefore,

Teacher Teaching Ability

The essence of teaching is learning activities that help students obtain information, ideas, skills, values, ways of thinking, means of expressing themselves, and also ways of learning. In this way, teachers must also have a strategy with an interesting learning scheme by implementing several interactive learning methods accompanied by unique media to optimize learning activities. This requires a deeper understanding of implementation and requires the competence of professional teachers. professionally competent teachers will be better able to create an effective learning environment and be able to manage the teaching and learning process,

Teaching Ability Indicators

According to Regulation No.14 of 2005 Chapter IV Article 10 Paragraph 1 (Bintan Roisah 2018:60) indicators of teaching ability are:

a. pedagogic competence

Education as a provision for teachers in teaching is obtained through a higher level of education, namely the undergraduate level (S-1). In the field of study program, you have the right to discuss the field of study in Education, however, every Bachelor of Education graduate should not yet be appointed as a permanent teacher, teachers who have a Bachelor of Education can be said to have mastered knowledge about the field of teaching science. But in fact, there are still many teachers who are too theoretical, that is, they have not been able to act as a professional teacher. In this regard, at the beginning of the year a teacher works, it is better to be given the status of a prospective teacher or assistant teacher. This relates to the certification given to each teacher to declare a teacher worthy or not like teaching.

b. Personal competence

Personal competence shows the quality of the teacher's personal abilities needed to be a good teacher. According to the 2005 teacher law, the personality

competencies that must be owned by a teacher are related to self-understanding, self-acceptance, self-direction, and self-realization. Other personality competencies include a complete personality, virtuous, honest, mature, faithful and moral. Personal competence refers more to the teacher's identity as a person who is good, responsible, open, and motivated to always move forward. According to Usman in (Nurcahyo 2015:263) revealed that personal competence includes five things, namely:

- 1) Develop personality
- 2) Interact and communicate
- 3) Carry out guidance and counseling
- 4) Carry out school administration
- 5) Carry out simple research for teaching purposes

According to Mcleod in (Burhan 2021:80) defines "personality" as a characteristic of a person. In this case another word that is close to personality is character or identity. Teachers as educators whose main task is teaching, have personality characteristics that greatly influence the success of human resource development. A strong personality from a teacher's personality will provide a good example for students and the community, so that the teacher will appear as a figure worthy of being "gugued" (obedient to his advice/sayings/commands) and "imitated" (in the example of his attitude and behavior). the most important factor for the success of student learning. In this regard, deep degrees (Shah 2010:225) emphasizes that it is his personality that will determine whether he will become a good educator and coach of his students, or whether he will be a destroyer or destroyer of his students' future, especially for students who are still small (basic level) and those who are experiencing mental shock (middle level).

Personality characteristics related to the success of teachers in their profession include cognitive flexibility and psychological openness. Cognitive

flexibility or creative flexibility is the ability to think followed by action simultaneously and adequately in certain situations. Flexible teachers are generally characterized by open-mindedness and adaptability. In addition, it has resistance or resistance to premature closure of the creative realm in observation and recognition.

c. Social competence

An effective teacher is a teacher who is able to bring his students to successfully achieve the teaching objectives of teaching in front of the class is an embodiment of interaction in the communication process. Government Regulation No. 19 of 2005 concerning National Education Standards, elucidation of Article 18 paragraph (3) point d that social competence is "the ability of educators as part of society to communicate and get along effectively with students, fellow residents, education staff, parents /guardians of students, and the surrounding community".

Teachers' social competence plays an important role, because they are individuals who live in society. If at school teachers are observed and assessed by students, peers and superiors, then in society they are assessed and supervised by the community.

d. Professional competence

This professional competence requires teacher academic qualifications, namely bachelor graduates (S-1) in the field of Education. This is in accordance with the expectation that teachers who graduate from university are required to have better competence than teachers who have less educators. According to Suparno in (Nurcahyo 2015:241) The importance of elementary school teachers graduating from bachelor's degree (S-1) Education is related to preparing teachers who are autonomous with high creativity in managing learning, innovative in their field and other fields, and not only satisfied when they have done (finished) the material. An autonomous teacher is a

teacher who is also a thinker and designer of critical and analytical material and has the courage to choose and make the best decisions for his students.

A. Understanding Introduction to the Schooling Field

Introduction to the school field (Teaching Practice Program) is carried out by students which includes both teaching training and educational tasks outside of teaching in a guided and integrated manner to fulfill the requirements for the formation of the educational profession.

Field experience is one of the intra-curricular activities carried out by students which includes Teaching Practice as well as educational assignments outside of teaching in a guided and integrated manner to meet the requirements for the formation of the educational profession. Field experience is oriented towards:

1. Competency oriented
2. Focused on forming the professional abilities of prospective teachers or other educational personnel
3. Implemented, managed and organized in a guided and integrated manner.

Teaching Practice Program is a series of activities provided for LPTK students, which include both teaching and non-teaching training. This activity is an event to form and foster professional competencies required by the work of teachers or other educational institutions. The target to be achieved is the personality of prospective educators who have a set of knowledge, skills, values and attitudes, as well as patterns of behavior needed for their profession and are competent and appropriate to use them in organizing education and teaching, both at school and outside of school (Hamalik 2009:171-172).

Regulation No. 14 of 2005 concerning teachers and lecturers, in

Chapter IV article 10 and in government regulation no. 19 of 2005 concerning national education standards, in Chapter IV article 3 has emphasized the competence of educators and education staff. These competencies include (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. Therefore, teachers must receive adequate supplies to be able to master a number of the expected competencies, either through pre-service training or in-service training. One form of preside training for prospective teachers is through the formation of basic teaching skills (teaching skills) both theoretically and practically. Practically speaking.

Stages in Implementing TEACHING PRACTICE Program 2

- (1) Coaching,
- (2) School Environmental Observation.
- (3) Guided Teaching Skills Training,
- (4) Independent Teaching Skills Training,
- (5) School Practices,
- (6) Implementation of Learning.

Indicators for Introduction to School Fields (Teaching Practice Program 2)

According to Aditya Yulianto & Muhammad Khafid (2016), there are several things that need to be paid attention to when introducing the school field (Teaching Practice Program 2), including the following:

1. Teaching skills: In the learning process, teachers play a very important role. Some opinions say that teachers are the key to the success of the learning process. This is certainly appropriate because the teacher organizes every activity in the class. Such as facilitating students to learn, determining materials, media, models, and evaluating learning. Everything is done by teachers, therefore, to be able to improve the quality of education in Indonesia, professional teachers are needed. Professional teachers are able

to provide good learning facilities to students, so that students can get the opportunity to develop their potential.

According to Helmiyati in (Wijaya 2021:20) There are basic teaching skills that teachers must master, namely:

a) Skills for Opening and Closing Learning

In the learning process, the first thing the teacher does when entering the classroom is "open the lesson". Therefore, the basic component that a teacher must have is the skill of opening learning. The activities carried out by the teacher at the beginning of learning will greatly determine the course of the subsequent learning process, most likely it will also go well. However, if the opening process of learning does not go well, it can result in failure of the learning process.

b) Explaining Skills

It is not enough for teachers to just master the learning material. It becomes useless if the teacher's mastery of the material is not followed by the ability to explain. Therefore a teacher must also be able to explain. Explaining is the presentation of information that is carried out orally which is organized systematically to show a relationship between things. Explanation skills are demonstrated by skills in conveying information in a planned manner, presented correctly and in the right order.

2. Professional knowledge is the existence of special knowledge, which is usually the expertise and skills possessed thanks to years of education, training and experience. The teaching profession has the main task of educating, teaching, training and evaluating students.
3. Work attitude is a person's attitude towards their work which reflects their

pleasant and unpleasant experiences in their work as well as their hopes for future mass experiences.

RESEARCH METHODS

In this research, researchers used quantitative research. According to (Sugiyono 2015:14) that the quantitative approach is research based on the philosophy of positivism to examine certain populations or samples and random sampling with data collection using instruments, statistical data analysis. The research approach is an important part of a scientific work because the approach is the entire method used in conducting research. This research uses the explanatory method. According to Sugiyono (2016:24) explanatory quantitative research is research that will explain the relationship between variables that influence the researcher's hypothesis.

Basically, research design describes procedures that enable researchers to test the research hypothesis to achieve good work results regarding the level of community welfare between the independent and dependent variables in the research. In choosing the research method, researchers used quantitative methods to determine the effect of implementing Teaching Practice Program 2 on the teaching ability of economics education students. In this case, introduction to the school field is determined as variable X and the teacher's teaching ability is variable Y. To obtain data about classroom management skills and student learning outcomes, it is obtained through observation, questionnaires, interviews and documentation.

Research Instrument Testing

Validity is a condition that illustrates that the level of the instrument in question is capable of measuring what is being measured. Questionnaire validity testing is more focused on testing the alignment of scores between items and the total score of the items, where in preparing the benchmarks used come from existing indicators.

A system is said to be valid if it has a high discrimination index, that is, if the value of r counts or more than r tables then the data is declared valid (formula). Conversely, if the

r count is smaller or the same as the r table, the item cannot be used/invalid (formula). Items were not discarded so that only valid items were used for research, except for one of the indicators there were no representative items because they were not all valid, so the items needed to be corrected. (Arikunto 2013:239) explains that a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data.

To determine the effect of introducing the school field (variable x) on the teacher's teaching ability (variable y). So the test is carried out using a simple linear regression formula. The normality test can be intended to find out whether the research data come from populations that are normally distributed or not. Simple linear regression is based on the functional or causal relationship of one independent variable with one dependent variable.

DISCUSSION

The essence of teaching is learning activities that help students obtain information, ideas, skills, values, ways of thinking, means of expressing themselves, and also ways of learning. In this way, teachers must also have a strategy with an interesting learning scheme by implementing several interactive learning methods accompanied by unique media to optimize learning activities. This requires a deeper understanding of implementation and requires the competence of professional teachers. professionally competent teachers will be better able to create an effective learning environment and be able to manage the teaching and learning process,

(Moedijono 2010:3) explains that teaching ability is the ability or skill of educators in creating an educational atmosphere of communication between educators and students which includes cognitive, affective and psychomotor aspects, as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching objectives. This teaching skill itself is the ability of an educator who is able to create an effective and

enjoyable learning atmosphere and is able to manage the class well.

According to (Rahmawati 2018:20), Teaching Ability is a variety of strategies, ways, methods and teaching techniques that teachers demonstrate during teaching and learning activities in class to convey the knowledge and information that teachers have to achieve teaching goals. A teacher who has good teaching skills can convey knowledge or knowledge to students effectively and efficiently so that teaching goals can be achieved.

For now the ability to teach is one of the main factors because with good teaching skills, an effective learning atmosphere will be created so that it can encourage students to get very satisfying results.

In this case the Introduction to Teaching Practice Program or Schooling Fields is one of the factors to improve students' teaching abilities as prospective teachers who will later apply the teacher training knowledge gained in the Teaching Practice Program. The introduction of the schooling field (Teaching Practice Program) is carried out by students who cover both Teaching Practice and educational tasks outside of teaching in a guided and integrated manner to meet the requirements for the formation of the educational profession.

Teaching Practice Program is a series of activities provided for LPTK students, which include both teaching and non-teaching training. This activity is an event to form and foster professional competencies required by the work of teachers or other educational institutions. The target to be achieved is the personality of prospective educators who have a set of knowledge, skills, values and attitudes, as well as patterns of behavior needed for their profession and are competent and appropriate to use them in organizing education and teaching, both at school and outside of school (Hamalik 2009:171-172).

From the description above, it can be concluded that introduction to the field of schooling (Teaching Practice Program) is a series of activities provided for LPTK students, which include both teaching training

in the classroom (which is academic) and teaching training outside the classroom (which is non-academic). This activity is an opportunity to forming and fostering professional competencies required by teachers or other educational staff. Students' perception of Teaching Practice Program is that TEACHING PRACTICE that can provide experience for them both in the learning and managerial fields at schools and institutions in order to train in the Teaching Practice Program.

The theories above are in line with the findings of research conducted by researchers. The results of the analysis of the coefficient of determination in table 4.9 show that the adjusted determination coefficient or the R Square number is 0.406. or 40.6% This value indicates that 40.6% of the variability of students' teaching abilities can be explained by the Introduction to Schooling Field variable, while the remaining 59.4% is explained by other variables not examined in this study.

This is also based on the results of descriptive analysis in this case, variable (X) implementation of the school field (Teaching Practice Program) is included in the Good category with a score of 3.98. Of the three indicators raised, the Teaching Skills indicator is in the good category (4.06), the professional knowledge indicator (4.01) is in the Good category, and the Ready to Work indicator is in the Good category (3.89). Likewise for the variable (Y). Based on the results of the descriptive analysis, the teacher's teaching ability variable is included in the Good category with a score of 4.15. Of the four indicators raised in this variable, the social competency indicator is in the very good category (4.30), while the Pedagogic Competency indicator (4.24), personality competency indicator (4.21), and professional competence indicator (3.88) are included in the good category.

The results of this study are supported by Indriani Firda's research (2020) with the title "The Influence of Introduction to the School Field (Teaching Practice Program) and Interest in Becoming a Teacher on the Readiness to Become a Teacher in Economics

Education Students Class of 2016 Jambi University". The results showed: there is a positive and significant influence between school field introduction to readiness to become a teacher in economics education students class of 2016. It is evidenced by a significant value of $0.032 < 0.05$ and the regression coefficient value of the school field introduction variable (Teaching Practice Program) of 0.197. And $t\text{-count} > t\text{-table}$ ($6.358 > 1.690$).

CONCLUSION

Based on the analysis and discussion of the effect of introducing the school field (Teaching Practice Program) on the teaching abilities of students majoring in economics education class of 2018, State University of Gorontalo. It was concluded that there was a positive and significant effect of the introduction of the school field variable (X) on students' teaching abilities (Y). This shows the ability to teach students due to the high number of school field introduction programs (Teaching Practice Program) by students. So that the higher the program (Teaching Practice Program) it will result in an increase in the teaching ability of students of the 2018 class of Economics Education Department, State University of Gorontalo.

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