

PJKR FKIP UPR Student Perception of Practitioner Performance in Teaching Practitioner Program 3 in 2023

Yudo Harvianto

Pendidikan Jasmani, Kesehatan dan Rekreasi FKIP Universitas Palangka Raya

Email : yudo@fkip.upr.ac.id

Abstract

Education has a very important role for the progress of a nation. For life, education has become a basic need for everyone. Therefore, efforts in programs to make education better and advanced are always carried out by the central and regional governments. As an ideal in creating a quality community life, universities have a very important and strategic role. To produce quality scholars, professional and competent educators are needed in carrying out their duties. One of the central government programs through the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in achieving the quality of quality undergraduate graduates is by holding a Teaching Practitioner program. The Physical Education, Health and Recreation Study Program, Faculty of Teacher Training and Education, University of Palangka Raya is one of the study programs that runs the program. There are several professional practitioners who have taught in several courses. The purpose of this study is to describe the Perception of PJKR FKIP UPR Students on Practitioner Performance in the Teaching Practitioner Program 3 in 2023. In this study, descriptive quantitative methods were used. A total of 114 students of PJKR FKIP UPR as subjects in this study. The data collection technique used in this study was a questionnaire in the form of indirect communication through google form. The conclusion of this study is that in the learning process, practitioners have created a fun learning process that has an impact on increasing student interest in learning. In the learning process, practitioners have also given rewards in the form of praise to students who have been considered successful. Practitioners have also provided maximum guidance to students during the learning process, thus having an impact on increasing student learning motivation. Reprimands are also given by practitioners to students if they do actions that are considered not good, so that students can correct mistakes that have been made during the learning process.

Keywords: Perception, Performance, Practitioner

Abstrak

Pendidikan memiliki peranan yang sangat penting bagi kemajuan suatu bangsa. Bagi kehidupan, pendidikan sudah menjadi kebutuhan pokok bagi setiap orang. Oleh karena itu usaha-usaha dalam program-program untuk menjadikan pendidikan menjadi lebih baik dan maju selalu dijalankan pemerintah pusat maupun daerah. Sebagai cita-cita dalam menciptakan kehidupan masyarakat yang bermutu, perguruan tinggi memiliki peran yang sangat penting dan strategis. Untuk menghasilkan sarjana yang bermutu, dibutuhkan pendidik yang profesional dan kompeten dalam menjalankan tugasnya. Salah satu program pemerintah pusat melalui Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia dalam mencapai kualitas lulusan sarjana yang bermutu yaitu dengan mengadakan program Praktisi Mengajar. Prodi Pendidikan Jasmani, Kesehatan dan Rekreasi Fakultas Keguruan dan Ilmu Pendidikan Universitas Palangka Raya merupakan salah satu program studi yang menjalankan program tersebut. Terdapat beberapa praktisi profesional yang telah mengajar pada beberapa matakuliah. Tujuan dari penelitian ini yaitu untuk mendeskripsikan Persepsi Mahasiswa PJKR FKIP UPR terhadap Kinerja Praktisi pada Program Praktisi Mengajar 3 di Tahun 2023. Dalam penelitian ini digunakan metode kuantitatif deskriptif. Sebanyak 114 mahasiswa PJKR FKIP UPR sebagai subjek dalam penelitian ini. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu kuesioner berupa komunikasi tidak langsung melalui google form. Kesimpulan dari penelitian ini yaitu dalam proses pembelajaran, praktisi telah menciptakan proses belajar yang menyenangkan sehingga berdampak pada meningkatnya minat belajar mahasiswa. Didalam proses pembelajaran praktisi juga telah memberikan reward berupa pujian kepada mahasiswa yang telah dianggap berhasil. Praktisi juga telah memberikan bimbingan secara maksimal kepada mahasiswa selama proses pembelajaran berlangsung, sehingga berdampak pada meningkatnya motivasi belajar mahasiswa. Teguran juga diberikan oleh praktisi kepada mahasiswa apabila melakukan perbuatan yang dianggap kurang baik, sehingga mahasiswa dapat memperbaiki kesalahan yang telah dilakukan selama proses pembelajaran.

Kata Kunci: Persepsi, Kinerja, Praktisi

INTRODUCTION

Education has a very important role for the progress of a nation. Especially now that the development of the world of education from day to day is growing rapidly. For life, education has

become a basic need for everyone. Therefore, efforts in programs to make education better and advanced are always carried out by the central and regional governments. Improving the quality

of education is the basis of every program planned and implemented.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. (Rahman et al., 2022)

On the other hand, education is not only considered as an effort in providing information and applying skills and forming media, but can be expanded efforts to realize the wants and needs of individuals in their lives.

As an ideal in creating a quality community life, universities have a very important and strategic role. That is through higher education that will produce quality scholars driving the quality of society. To produce quality scholars, professional and competent educators are needed in carrying out their duties as teaching staff as mandated in Law of the Republic of Indonesia Number 14 article 1 point 2 of 2005 concerning teachers and lecturers which explains, "Lecturers are declared as professional educators and scientists with the main task of teaching, developing, and disseminating science, technology, and art through education, research, and community service".

To be able to produce quality and highly competitive graduates, it is expected that all lecturers have quality performance, namely active, creative, innovative and productive in order to prepare students to become members of society who have academic and professional abilities in their fields to apply, develop and disseminate science, technology and art. (Soraya : 2018)

In the teaching and learning process, the material taught has an important role in achieving learning objectives. So this fact requires lecturers to really pay attention that the material presented in the learning process must be ideal according to student needs. (Harvianto, et al., 2021)

An educator must be responsive to changes and updates in science and technology that is always evolving which has been in line with the needs of society today. So it is expected that an educator will always continue to develop his self-competence. So that it can be concluded that the

quality of quality and highly competitive student graduates is greatly influenced by one of them by the competence and quality of the teaching staff.

One of the central government programs through the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in achieving the quality of quality undergraduate graduates is by holding a Teaching Practitioner program. Teaching Practitioner is a program initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia so that graduates at universities will be ready to enter the world of work. This program produces active collaboration between expert practitioners and lecturers in the hope of creating a deep and meaningful exchange of knowledge and expertise between academicians in universities and professionals in the world of work.

The Physical Education, Health and Recreation Study Program, Faculty of Teacher Training and Education, University of Palangka Raya (PJKR FKIP UPR) is one of the study programs that runs the program. There are several professional practitioners who have taught in several courses.

Based on this background, researchers will examine the Perception of PJKR FKIP UPR Students on Practitioner Performance in the Teaching Practitioner Program 3 in 2023.

The purpose of this study is to describe the Perception of PJKR FKIP UPR Students on Practitioner Performance in the Teaching Practitioner Program 3 in 2023.

METHOD

In this study, descriptive quantitative methods were used. A total of 114 students of PJKR FKIP UPR as subjects in this study. The data collection technique used in this study was a questionnaire in the form of indirect communication through google form. The questionnaire disseminated aims to know the response given by the subject to a phenomenon discussed . Then researchers analyze the data obtained and describe it, by presenting data in the form of tables, figures and diagrams. (Sugiyono, 2019) (Creswell, 2012)

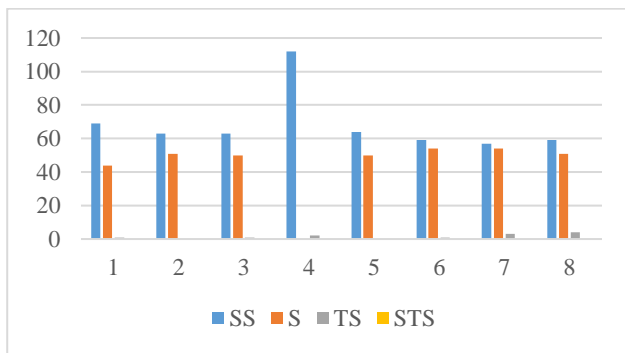
RESULTS AND DISCUSSION

Result

From the implementation of research that has been carried out, data on research results are found as follows:

Table 1: Analysis of student answers

The results of the data from the table above are then analyzed in the form of diagrams to illustrate students' perceptions of each question item, while the result diagram is as follows:

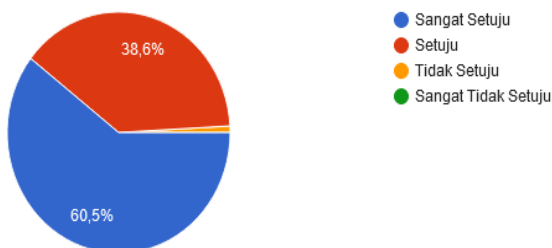


- Information:
 SS : Totally Agree
 S : Agree
 TS : Disagree
 STS : Strongly disagree

The results of the diagram data above illustrate that students have a perception that they strongly agree that practice has good competence so that it can support the achievement of learning objectives.

The following are the students' responses in each question item asked, complemented by the percentage of answers.

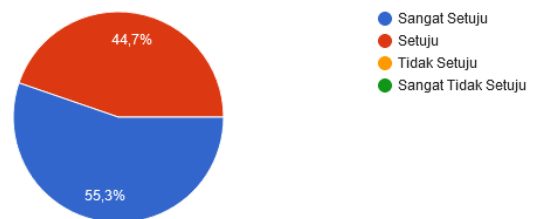
- In learning, practitioners seek to interest your learning.



Of these questions, 60.5% of students answered strongly agree, 38.6% agreed and 0.9% disagreed.

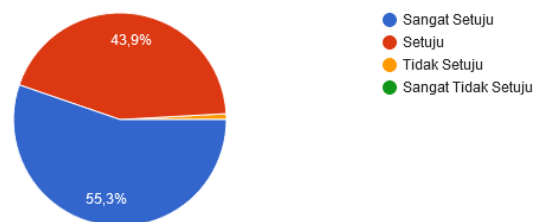
- In learning, practitioners create a fun learning process.

No	Criterion	Absolute Frequency (Quantity)/Item							
		1	2	3	4	5	6	7	8
1	STS	0	0	0	0	0	0	0	0
2	TS	1	0	1	2	0	1	3	4
3	S	44	51	50	0	50	54	54	51
4	SS	69	63	63	112	64	59	57	59
Number of Respondents		114	114	114	114	114	114	114	114



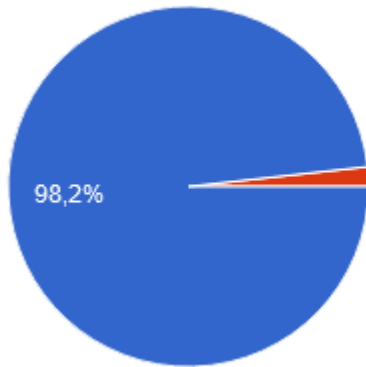
Of these questions, 55.3% of students answered strongly in the affirmative, and 44.7% answered in the affirmative.

- Fun learning conditions make you passionate about following lessons



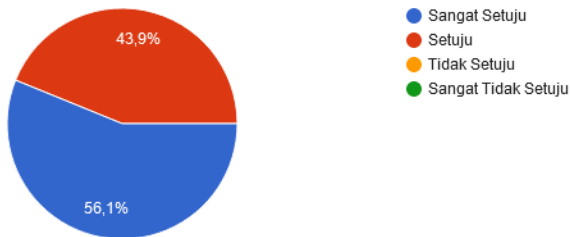
Of these questions, 55.3% of students answered strongly in the affirmative, 43.9% of students answered in the affirmative, and 0.9% disagreed.

- In the learning process, if students succeed, do practitioners give praise.



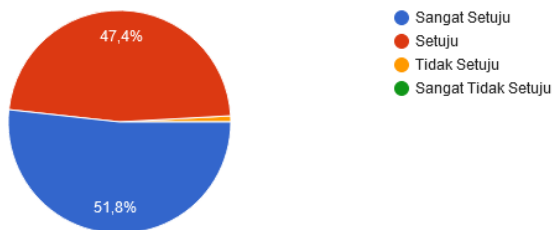
Of these questions, 98.2% of students answered strongly in the affirmative, and 1.8% of students answered disapprovingly.

5. Practitioners have provided good guidance to students in the learning process.



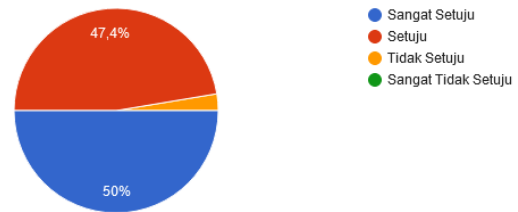
Of these questions, 56.4% of students answered strongly in the affirmative and 43.9% of students answered in the affirmative.

6. The guidance provided by practitioners keeps students motivated to learn.



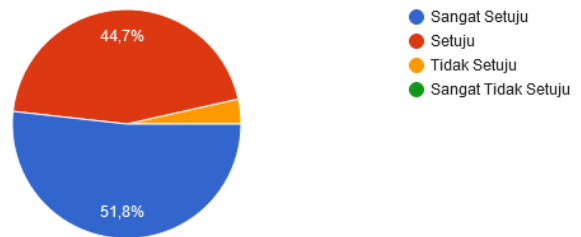
Of these questions, 51.8% of students answered strongly agree, 47.4% of students answered affirmatively and 0.9% disagreed.

7. Practitioners give reprimands to students if they do not follow the lesson well.



Of these questions, 50% of students answered strongly in the affirmative, 47.4% of students answered in the affirmative and 2.6% of students answered disagree.

8. Reprimands given by practitioners can make students more motivated to learn.



Of these questions, 51.8% of students answered strongly in the affirmative, 44.7% of students answered in the affirmative and 3.5% of students answered disapproving.

DISCUSSION

In the teaching and learning process, the material taught by educators to students is very important in achieving learning objectives, so this fact encourages teaching staff to really pay attention to the teaching material delivered in the learning process, so that student interest will increase when following the learning process. Based on the results of the data above, it shows that practitioners have tried to attract student learning interest. (Harvianto , et al., 2021).

In the learning process, based on student recognition, practitioners have created a fun learning process, thus increasing student passion in learning. A good and fun learning environment will be able to motivate students in following the learning process. According to Suprihatin in fun learning) suggests that a pleasant atmosphere in learning and a variety of interesting presentation methods are factors that can increase student motivation (Kumaat : 2020) to learn.

Establishing good relationships with students must be able to create an atmosphere that is not boring, creative and innovative. The atmosphere that must be created is that educators must be able to break the atmosphere on the sidelines of learning, such as educators must have a humorous nature, involve students in the learning process, and provide rewards (rewards) to students (Umbrella et al., 2021).

According to Reward Giving can be in the form of words of praise, smiles, backlaps, or even in the form of material and something fun for students. Based on the data, the results of the study show that practitioners have given praise to students in the learning process. (Nur & Suyuti : 2017)

In addition, practitioners have provided good guidance to students during the learning process, so that students are motivated to follow the learning process.

In the learning process, practitioners have given reprimands to students if they do not follow the lessons well. The impact of the reprimand given by practitioners is to make students more motivated to learn. This is in line with the results of research conducted by educators using rewards and punishments in increasing student motivation and learning outcomes. (Marliza et al., 2022)

CONCLUSION

The conclusion of this study is that in the learning process, practitioners have created a fun learning process that has an impact on increasing student interest in learning. In the learning process, practitioners have also given rewards in the form of praise to students who have been considered successful. Practitioners have also provided maximum guidance to students during the learning process, thus having an impact on increasing student learning motivation. Reprimands are also given by practitioners to students if they do actions that are considered not good, so that students can correct mistakes that have been made during the learning process.

SUGGESTION

Practitioners should be able to maintain the teaching skills they have had so far in teaching.

In giving a reprimand to the learning process, it should adjust to the student's situation.

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