

Article

The Influence of Field Experience Practice in Improving the Competence of Teacher Professional Education Students

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Abstract: The Teacher Professional Education Program (PPG) is an educational program designed to enhance teachers' competencies in various aspects, including pedagogy, professionalism, social skills, and personality. The Field Experience Practice Program (PPL) is a crucial component of PPG that allows students to apply the theories and knowledge they have learned in real-world settings. This study aims to analyze the impact of the PPL Program on improving the competencies of PPG students. This research is an empirical study of the field experience practices of PPG students, using qualitative methods with data collection techniques including observation, interviews, and documentation. The results of the study show that the PPL Program has a positive influence on improving the competencies of PPG students in various fields. In terms of pedagogy, PPG students demonstrated improved abilities in planning lessons, conducting teaching, and assessing learning outcomes. In the professional aspect, PPG students showed enhanced skills in communication, collaboration, and self-reflection. Socially, PPG students exhibited better adaptation, relationship-building, and leadership abilities. Regarding personality, PPG students displayed increased motivation, commitment, and independence in teaching. The findings of this study indicate that the PPL Program is effective in enhancing the competencies of PPG students. Therefore, efforts should be made to improve the quality and effectiveness of the PPL Program to provide greater benefits for PPG students.

Keywords: Field Experience Practice (PPL), Professional Teacher Education (PPG), Competence, Pedagogic, Personality

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1. Introduction

In the ever-evolving challenges of the world of education, the Field Experience Program (PPL) plays a very crucial role. PPL is not merely a part of the curriculum but also a critical stage where students can apply the theoretical knowledge acquired in the classroom to real-world situations in the field. Consequently, PPL provides a platform for PPG (Teacher Professional Education Program) students to develop practical skills, deepen their understanding of the challenges in teaching, and build strong relationships with the educational community. Furthermore, through PPL, students have the opportunity to learn from experienced education practitioners who can provide valuable insights into best practices, effective teaching strategies, and innovative approaches in facing various learning situations. Thus, PPL not only functions as a practical experience but also as a collaborative learning process that enables students to continuously develop themselves as prospective educators. However, it is important to acknowledge that the effectiveness of PPL in enhancing the competence of PPG students can be influenced by various factors, including the quality of supervision, collaboration between educational institutions and

partner institutions or schools, and the support provided to students during the PPL period.

As prospective professional teachers, PPG students must be equipped with teaching competencies in the form of skills and abilities to manage learning appropriately and accurately. The skills and abilities of teachers in implementing learning approaches have a significant influence on the achievement of learning objectives. These skills and abilities are reflected in the ability to plan, implement, and evaluate learning. Designing learning through Teaching Modules (Modul Ajar) is the beginning of a teacher's competence. Teaching Modules, as important guides for educators in managing the teaching and learning process, make it crucial for PPG students to be trained in compiling them accurately and appropriately. Teaching Modules detail the competencies that teachers must possess in managing learning, including the determination of core competencies (KD), competency achievement indicators (IPK), learning materials, teaching strategies, and learning assessments. A teacher's ability to develop effective lesson plans greatly influences their success in implementing the learning process. Well-structured and engaging learning can spark students' interest and motivation to learn. When students feel interested and motivated, they are more likely to achieve the set learning objectives. Therefore, PPG students must be able to manage their learning well and appropriately as a manifestation of their professionalism as prospective educators.

The Field Experience Program (PPL) has an influence in shaping and enhancing the professionalism of PPG students. Teacher Education is a discipline that requires a combination of theoretical knowledge and practical experience. The Field Experience Program (PPL) is considered a fundamental foundation in preparing prospective teachers to face real-world situations in the classroom, from various existing teaching approaches. For students in the Teacher Education Program (PPG), PPL is not just an academic obligation but also a valuable opportunity to apply the theories they learn in the classroom to actual contexts in schools. PPL provides significant benefits for PPG students, helping them understand the actual dynamics in the classroom and face the real challenges in teaching.

2. Materials and Methods

This research employs a qualitative approach to understand the phenomena experienced by the research subjects. A descriptive analysis method is applied in this study. The discussion and implementation of the research findings are supported by theoretical reviews, literature studies, and relevant documentary data, including PPL documentation. The analysis of the research results is conducted in accordance with the research questions to ensure accurate interpretation. This research was carried out at SDN Kiduldalem 2, Malang City. The data collection techniques used include interviews, observation, and document review.

The analysis process begins with the transcription of interviews and the organization of observation notes as well as student competency documents of those participating in the PPL program. The data is then read in-depth to understand the overall context. Open coding is conducted to identify initial themes of improving pedagogical, professional, social, and personality competencies. The next stage is axial coding, which groups these codes into broader categories, followed by selective coding to highlight the main themes. These themes are then integrated into a coherent narrative and validated through data re-checking and triangulation across sources of evidence. The reporting of research results is done by presenting the main themes, supporting narratives, and relevant quotations from the data, accompanied by researcher reflections to maintain objectivity and transparency in the interpretation of evidence.

3. Results and Discussion

This research is intended to explore the enhancement of Elementary School Teacher Professional Education Program (PPG) students' competencies in four main dimensions: pedagogical, professional, social, and personality. Empirical data collected from observations, interviews, and questionnaires completed by PPG students provides a comprehensive overview of how prospective teachers implement and develop their competencies during field experience. This section will present the in-depth analyzed findings, which will then be followed by a discussion regarding the implications of these findings in the context of teacher education. The pedagogical competence dimension refers to the ability of PPG students to plan, conduct, and evaluate learning effectively (Rukaesih, 2024). The research results indicate that the majority of students demonstrated excellent abilities in designing innovative Lesson Plans (RPP) that are appropriate to students' needs. Nevertheless, some challenges were also identified, particularly in terms of classroom management and the adaptation of learning strategies for students with special needs. The discussion regarding this pedagogical dimension will delve into the factors influencing student performance and provide recommendations for further improvement.

Professional competence, which encompasses understanding the subject matter and skills in applying knowledge in the learning context, is also a primary focus of this research. The data indicates that PPG students have a solid understanding of the subject matter but still require improvement in practical application in the field. The ability to integrate educational technology into the learning process is one area that needs more attention. The following discussion will explore how the support of educational institutions and field experience can be more effective in enhancing the professional competence of PPG students. The discussion of each aspect of the professional competence of Elementary School PPG students is as follows:

Professionalism Competence

Professional ability involves a deep and comprehensive understanding of educational material. Teachers need to possess strong knowledge, skills, and attitudes to manage the learning process effectively (Trianto, 2006:71). According to Usman (2001:74), there are eight basic skills that a professional teacher must possess, such as: (a) Questioning skills; (b) Reinforcement skills; (c) Variation skills in learning; (d) Explaining skills; (e) Skills in opening and closing lessons; (f) Skills in guiding small group discussions; (g) Classroom management skills; (h) Skills in teaching small groups and individuals.

The focus of this research is on the evaluation of the professionalism competence of PPL teachers, including the ability of PPL students to design teaching modules, implement learning materials, and manage non-instructional activities.

Aspect of Ability in Developing Teaching Modules

As prospective professional teachers, PPG students not only learn about creating teaching modules in educational institutions but also gain experience through several lecture activities such as Principles of Effective Teaching and Assessment, Differentiated Instruction, and Understanding Learners. In these courses, PPG students must be able to develop and implement practical lesson plans. Data on the competence of PPL students when developing teaching modules includes components such as analysis and formulation of core competencies (KI), basic competencies (KD), and competency performance indicators (IPK), materials, models/methods, tools/media, resources, activities, and learning assessments.

Based on the research results, the level of ability of PPL students in developing teaching modules at SDN Kiduldalem 2, Malang City, is as follows:

The majority of PPL students (95%) are able to formulate indicators that largely meet the KD. Only a small portion (5%) of students have not been able to apply indicators according to the KD, based on the research results.

The majority of PPL students (96%) can develop learning materials whose scope is in accordance with the competency performance indicators. However, some students (4%) have not yet fully developed learning materials according to the indicators.

Students' ability to select and determine learning resources in accordance with learning objectives reaches approximately 66.22%, with most using three or four learning resources. However, a number of students (34.78%) only use two learning resources.

During classroom learning, the majority of PPL students (56%) successfully carry out apperception activities by connecting learning materials with students' learning experiences. A number of students (32%) can utilize apperception activities well, but there is still a small portion (3%) who only list the word "apperception" without implementing it.

The ability of PPL students to plan core learning activities shows that the majority (84.66%) can plan activities that involve student activeness. However, there is a portion (15.34%) who do not actively involve students in the learning process.

The majority of PPL students (96%) have good abilities in planning final learning activities, including evaluation and reflection for subsequent learning planning. However, a small portion (4%) only writes a summary of learning without implementing it.

The ability of PPL students to design learning assessments shows that the majority (80%) are able to provide answer keys, authentic assessments, and assessment scores. However, the remaining portion (20%) only provides answer keys and authentic assessments, without assessment scores.

Aspect of Expertise in Implementing Learning

Responding to or answering student questions, asking questions to students, explaining learning material, using appropriate learning methods and tools/media, and preparing students to follow lessons must be possessed by PPL students.

The majority of PPL students (72%) already have the skills to prepare students for the learning process. However, only a small portion (38%) of PPL students have not prepared all students to be ready to learn.

The majority of PPL students (64%) have the ability to use methods and tools/media in learning and are able to apply them successfully. They provide space for students to actively participate in interactions with teachers and other students and develop creativity in learning. However, a small portion (36%) of PPL students are still not fully able to implement methods and tools/media, so students are less creative in learning.

A small portion (20%) of PPL students still have limitations in explaining material comprehensively during the learning process, although the majority (80%) are able to explain learning material well.

A small portion (25%) of PPL students still need to improve their ability to respond to student questions effectively, although 75% of them are able to get responses from students to help them remember what has been learned.

The majority (76%) of PPL students are able to respond to or answer student questions well, supported by participation and reinforcement in answering student questions. However, there are still some (24%) students who face difficulties in responding to or answering student questions due to a lack of knowledge.

Pedagogical Competence

According to the Teacher and Lecturer Law, pedagogical competence refers to the ability to teach students. Trianto (2006:33) also defines pedagogical competence as the ability of a teacher or lecturer to guide students' learning processes. Minimum pedagogical competence is achieved when a teacher has mastered a particular subject, educational science, and learning methods and approaches. Pedagogical skills are also reflected in the teacher's ability to assist, guide, and lead students. Because the area of teacher competence

in pedagogy is very broad, it is important to establish clear indicators so that teachers can understand their responsibilities as educators who master this field (Rohmawati et al., 2023). Indicators in pedagogical competence include: (a) Understanding of educational insights; (b) Understanding of the foundations of education; (c) Understanding of students; (d) Curriculum and syllabus development; (e) Learning design; (f) Accuracy of evaluation tools; (g) Ability to develop student potential.

The following are the results and discussion regarding the indicators of pedagogical competence of Elementary School Teacher Professional Education Program students based on empirical studies from field experience practices.

Understanding Educational Insights

Students demonstrate a solid understanding of educational insights. They can identify and understand current issues in elementary education and their impact on teaching practices. During field practice observations, 87% of students successfully applied educational theories to classroom contexts effectively.

Understanding the Foundations of Education

The understanding of the foundations of education is also very good. Students are able to explain in depth the philosophical, psychological, sociological, and historical foundations of education that underlie the current education system. As many as 85% of students were able to apply these concepts in pedagogical decision-making in the classroom.

Understanding Learners

Students demonstrate an exceptional ability to understand the individual characteristics of learners, including their needs, interests, and potentials. Observations show that 95% of students were able to adjust learning strategies based on individual differences among learners.

Curriculum and Syllabus Development

Students have the ability to develop curricula and syllabi that meet competency standards and the needs of learners. As many as 93% of students demonstrated excellent abilities in designing integrated and innovative lesson plans.

Learning Design

Students achieved high performance in designing learning. They successfully developed effective learning, including setting objectives, selecting learning methods and media, and designing the steps of learning activities in a structured manner. As many as 97% of students showed creativity and innovation in designing their learning.

Accuracy of Evaluation Tools

Students can design valid and reliable evaluation tools to measure the achievement of students' competencies. A total of 95% of students were able to use various evaluation techniques, both formative and summative, effectively.

Ability to Develop Student Potential

As many as 89% of students were able to identify and develop the talents and interests of learners through a variety of engaging and meaningful learning activities. Students demonstrated excellent abilities in developing the academic and non-academic potential of learners.

In general, the research results show that Elementary School Teacher Professional Education Program students have good pedagogical competence. Their understanding of educational insights and foundations allows them to become reflective and knowledgeable educators. The ability to understand learners and design curricula and syllabi demonstrates their readiness in designing learning that is tailored to the needs and specific characteristics of learners. Nevertheless, there are still some areas that need improvement, such as curriculum development and increasing the accuracy of evaluation tools.

Additional training and more intensive practical experience are expected to improve students' abilities in these areas.

The development of student potential is a very important aspect, and the research results show that students already have a solid foundation in this regard. In the future, teacher professional education programs must continue to support and provide opportunities for students to develop these skills through various activities and professional development programs.

Personality Competence

Personality competence in a teacher refers to their ability to demonstrate a strong character, high moral standards, authority, and to serve as a role model for students. According to the Teacher and Lecturer Law, moral competence includes a steadfast, mature, wise, authoritative, dignified, and honorable attitude. A teacher's duties are not limited to teaching knowledge but also include guiding and developing students, therefore teachers must possess good character (Trianto, 2006).

A teacher's behavior and actions should be a good example to follow, meaning teachers must have high morality (Trianto, 2006: 66). In other words, teachers are central figures who should serve as models and examples for students, so they must behave well and be consistent in their words and deeds. In the context of this research, the measured indicators include: (a) Emotional Stability: The ability to manage emotions and remain calm in stressful situations. (b) Maturity: Maturity in attitude and decision-making. (c) Wisdom: The ability to act wisely and show discretion in dealing with problems. (d) Authority: Being able to be a respected and followed figure by students; (e) Role Modeling: Being a good example in moral and ethical aspects; (f) Noble Character: Demonstrating attitudes and behaviors consistent with moral and religious values. The following are the main findings related to the personality competence of PPG students:

Emotional Stability A total of 80% of students showed a high level of emotional stability, with 15% at a moderate level and 5% showing a low level. Students generally were able to manage their emotions well during learning activities, although some still showed tension when facing highly stressful situations.

Maturity A total of 75% of students were assessed as having a high level of maturity in their attitude and decision-making, 20% moderate, and 5% low. Maturity was demonstrated through the students' ability to face various learning challenges and interact with students professionally.

Wisdom A total of 70% of students showed a high level of wisdom, with 25% moderate and 5% low. Students were able to demonstrate wisdom in resolving classroom problems and providing fair and wise solutions.

Authority As many as 65% of students were assessed as having a high level of authority, 30% were at a moderate level, and 5% had low authority. The ability to control the class and gain respect from students is an indicator of this authority, although some still need to improve this ability.

Role Modeling As many as 85% of students were considered capable of being good role models, 10% were at a moderate level, and 5% were at a low level. Students generally showed behavior that could be emulated by students, such as discipline, honesty, and responsibility.

Noble Character As many as 90% of students showed noble character, 8% were at a moderate level, and 2% low. Attitudes reflecting good moral and religious values, such as patience, sincerity, and affection for students, were demonstrated by the majority of students.

The research results indicate that the majority of Elementary School PPG students have acquired good personality competence. High emotional stability allows them to face various situations in the classroom calmly and controlled. The maturity and wisdom they

possess demonstrate their ability to behave and act maturely and wisely. The authority shown by most students also reflects their ability to be respected figures in the classroom. However, this aspect still requires special attention for some students who have not fully demonstrated strong authority.

The students' ability to be good role models and demonstrate noble character is very important in shaping students' character. The role modeling and noble character shown by PPG students are highly valued by students and mentor teachers. Overall, these results indicate that the PPG program has successfully developed students' personality competence effectively, although there is still room for improvement in some aspects such as authority. Additional training programs and further guidance can help students achieve more optimal personality competence.

4. Conclusion

This research employs a qualitative approach with data collection techniques through observation, interviews, and documentation. The research results 1 indicate that the PPL Program is effective in enhancing the competencies of PPG students. PPL plays a key role in shaping and improving the professionalism of PPG students. Teachers' ability to implement learning approaches significantly influences the achievement of learning objectives, which is reflected in their ability to plan, implement, and evaluate learning. As prospective professional teachers, PPG students must be equipped with teaching competencies that include the skills and abilities to manage learning appropriately and effectively. However, the effectiveness of PPL in improving the competencies of PPG students can be influenced by various factors, such as the quality of supervision, collaboration between educational institutions and partner schools, and the support provided to students during PPL. PPL serves as an important practical experience and as a collaborative learning process. The Field Experience Program (PPL) is a very crucial part of preparing students in the Teacher Professional Education Program (PPG) to face the complex challenges in the world of education. This article could not have been completed without the support of various parties. The greatest gratitude is also conveyed to all parties who have provided assistance in the preparation of this article. The author expresses gratitude to Allah SWT for His abundant grace and gifts, so that this article can be completed.

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