

Impact of Economic Education Student Field Experience Practices on Competency Readiness to Become Professional Teachers in Indonesia

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I. INTRODUCTION

Field Experience Practice is the culmination of all educational programs carried out by students in LPTK. In addition, the LED can be defined as a program that is a training ground for implementing a wide range of knowledge, attitudes, and skills in the context of the establishment of student teachers who will become a professional teacher. Thus PPL is a program that requires the applicative and integrated abilities of all previous learning experiences into the training program in the form of performance in all matters relating to the position of teaching, both teaching activities and other teaching tasks.

The activities were organized in the form of limited training, guided training and self-directed training in the formation of teacher ability, which is scheduled systematically under the guidance of lecturers and teacher guardian. The nature of this kind of PPL applies also to Gorontalo State University as one of the LPTKs in Indonesia. In light of the curriculum, PPL is a program of educational courses that are required of teaching h by student teachers in LPTK, brought h guidance supervisor. The implementation of the PPL specifically aims to provide an educational experience and practical knowledge as an effort to realize prospective professional educators.

In general, PPL activities are carried out so that prospective teacher students can know the social, physical, administrative and academic environment of the school carefully so that various basic teacher skills can be applied to real situations. PPL is intentionally designed to prepare prospective teacher students to have or master integrated teacher skills as a whole so that after the prospective teacher becomes a teacher, they can carry out their duties and responsibilities professionally. But in reality, PPL is a frightening and unsettling spectre for students who program it, especially fora student in Educational Studies Program the Economy State University of Gorontalo. This is influenced by many things, including the level of readiness of students in facing the situation as I real learning in class has not been maximized. Despite the fact that student teachers have had adequate supplies that theory, but in practice often type in a deal with the student, the student PPL feeling insecure, awkward, shy, nervous, even afraid to face the learning conditions in the classroom.

Based on the description above, the researcher wants to study a study entitled "The Effect of Field Experience Practices on Student Readiness to Become Professional

Teachers in the Economic Education Study Program of Gorontalo State University".

➤ *Formulation of the problem*

Based on the description above, then the formulation of the problem in this study is, whether there is an Influence of Field Experience Practice on Student Readiness to Become Professional Teachers in the Economic Education Study Program of Gorontalo State University.

II. LITERATURE REVIEW

A. *Student Readiness to Become Professional Teachers*

In the science of educating many expert opinions who put forward the definition or meaning of students' readiness, be it the readiness of students or the readiness of students to face something. Before discussing the meaning of readiness according to experts, in the Psychology dictionary, readiness is interpreted as a point of maturity to accept and practice certain behaviours.

One expert who expressed his opinion about readiness is Slameto. According to Slameto (2010: 113) readiness is the overall condition of a person who makes him ready to give a response or answer in a particular way to a situation. response. This is in line with the opinion of Jamies Drever in Slameto (2010; 59) where readiness is a willingness to respond or react.

Furthermore, according to Thorndike still in Slameto (2010: 114) said that readiness is a prerequisite for learning to the next stage. While according to Hamalik (2006: 41) readiness is a state of capacity in students in relation to the objectives of certain teaching. Besides that Kuswahyuni (2009: 27) said that readiness is an action taken by someone to interpret something.

Whereas according to Cronbach in Soemanto (1998: 191) that readiness is the nature or strength that can make a person react in a certain way. Besides that, Dalyono (2005: 52) found that readiness is sufficient physical, mental and learning equipment. Physical readiness means sufficient energy and good patience, while mental readiness means having sufficient interest and motivation to carry out an activity.

There are several principles of students put forward by experts, including According to Slameto (2010: 115) the principle of readiness includes:

- All aspects of development interact (influence each other)

- Physical and spiritual maturity is necessary to benefit from the experience
- Experience has a positive influence on readiness
- Basic readiness for certain activities is formed during certain periods during the formation and development period.

According to Soemanto (1998: 192), the principles for the development of readiness include:

- All aspects of growth interact and together form readiness.
- One's experience influences the growth of individual physiology
- Experience has a cumulative effect in the development of individual personality functions, both physical and spiritual.
- If the readiness to carry out certain activities is formed in a person, then certain times in one's life are a formative period for his personal development.

Discussing the types of readiness, Kuswahyuni (2009: 27-28) divides the types of readiness into 2 (two), namely:

✓ *Mental Readiness*

Mental readiness is the condition of a person's personality as a whole and not just his mental condition. The condition of mental readiness is the result of developing and developing throughout a person's life and reinforced by the daily experience of the person concerned. Arikunto (2001: 56) also explained that mental readiness is influenced by: 1) The size of anxiety affects the pure or not learning outcomes, 2) Students who are less intelligent have more anxiety than students who are highly capable, 3) Habits of type tests and administer it, reduce the emergence of anxiety in the test, 4) In high anxiety, students will achieve good results.

✓ *Self Readiness*

Self-readiness is the building of strength combined with physical courage in students who are sensible so that they can face everything bravely.

✓ *Learning Readiness*

Learning readiness is a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating.

✓ *Intelligence Readiness*

Readiness for intelligence is alertness to act and understanding skills can grow from a variety of qualities. Intelligence, brain, and mind can make students more active than non-intelligent students. This makes students more able to adjust to their surroundings, more quickly adjust to their environment faster control the situation.

Some factors that influence the readiness of students are, according to Slameto (2010: 113) readiness conditions include 3 aspects, namely:

- Physical, mental and emotional conditions
- Needs, motives, and goals

- Other skills, knowledge, and understanding that have been learned.

According to Dalyono (2005: 55) the readiness factor is divided into 2(two), namely.

Finternal actors and external factors, including:

- Internal factors, such as health, intelligence and talent, interests and motivation
- External factors, such as families, community schools and the surrounding environment

Someone before learn the beginnings he is not ready to study next, so there are prerequisites and conditions in learning (Slameto, 2010: 114). Knowledge is the result of "know" and this occurred after people perform sensing to a particular object, through the human senses such as vision, hearing, mass media, and lain -Other (Notoatmodjo, 2003). So that it can be concluded that physical conditions for example hearing, vision, health. Mental conditions involve self-confidence, self-adjustment. Emotional conditions include conflict, tension, anxiety.

B. Field Practice Program

According to J. Coover and DW Allen, cited by Oemar Hamalik (2009: 145) states that "micro teaching is the study of a teaching situation carried out in a certain amount of time and number of students, which is up to twenty minutes with the number of students as many as three to ten people.

Micro teaching is an integral part of field experience practice courses carried out on campus with the peer teaching model. To get adequate provision as a teacher candidate is expected to master the sharing of competencies, both through pre service and in service training. One form of pre service training for prospective teachers is through the establishment of teaching skills both theoretically and practically. Practically, the provision of teaching skills can be trained through micro teaching activities. "Micro teaching is teaching that places the teacher in a simulation classroom environment, where the teacher teaches one concept or one skill only, uses one teaching skill and students in small amounts and in a short time" Hamalik (2009: 151).

Ahmad Sabrani (2007: 148-149) Intensively trained micro teaching provides benefits for students, especially in the following matters:

- Students are increasingly sensitive to the phenomena that have occurred in the learning process when they become collaborators.
- Students become more prepared to conduct school or institution teaching practice activities.
- Students can reflect on competency in teaching
- Students become increasingly aware of the profile of teachers or educational institutions so that they can look like a teacher. In addition to the above benefits in micro teaching, students are trained to brush a I set of capabilities that must be owned by the student teachers. These ability devices are called teacher competencies. In order to carry out the task with b aik, teachers are

required to master the basic skills of teaching, which merupakan one aspect important from competence teachers.

According to the research (Turney, 1979), there is 8 (eight) skill were considered decisive teaching and learning success. The skills in question are:

1. *Life Skills asking*

In learning activities, asking activities dominate the class. A series of results of research conducted since the beginning of the 20th century about the activity of reporting similar results, namely that the teacher uses 30% and time to ask (CA Brown and R. Edmondson, 1984). This data shows the importance of asking questions in the learning process.

2. *Life Skills M reflected on Strengthening*

Strengthening often appears in everyday life, although many do not realize that what is raised is reinforcement. For example, someone thanked them after receiving something, a child was given praise by his mother after clearing the bed, or a child was rewarded for successfully winning a road race. All of the above are reinforcement that can make the person who receives the reinforcement feel happy and will increase the actions given by the reinforcement.

In its relation with learning activities, provide reinforcement is essential to improve the students' attention, arouse and maintain student motivation, make it easy for students to learn, control and modify student behaviour, encourage the emergence of positive behaviour, foster self-confidence in students and maintain a conducive classroom climate.

3. *Life Skills M mengadakan V Variations*

Variation is diversity that makes things not monotonous. Variations can take the form of changes or differences that are intentionally created/created to give a unique impression. For example, two models of clothing that are the same but different will usually create a unique impression for each model.

Variations in learning activities aim to, among others, eliminate student boredom in learning, increase student innovation in learning something, develop students' desire to know and investigate meaningful things, serving students' diverse learning styles, as well as increase student activity/involvement in learning activities.

4. *Explaining skills*

The skill to explain is the presentation of verbal information that is organized or organized systematically which aims to show a causal relationship, between what is known and what is not yet known, between the law (definition argument) that is generally applicable with evidence or everyday examples.

5. *Opening and closing skills in learning*

- *Open the lesson*

Opening lessons is an activity carried out by the teacher to create an atmosphere of mental, physical, psychological, and emotional readiness for students to focus on the activities to be carried out. At the beginning of the

lesson or every piece of activity at the core of the lesson, the teacher must do the lesson opening activities. This skill component consists of attracting students' attention, giving motivation, giving references and making connections.

Making links If the teacher works on new material, it is necessary to connect with the things that students have made or experience or their needs and needs in order to facilitate the understanding of things that have been known, these experiences, interests, and needs are called hooks.

- *Closing Lessons*

Closing the lesson is an activity that the teacher does to end the core learning activities. This activity aims to, menuumbuhkan attention motivated students for the task to be done, m engetahui limits of the task at hand, m empunyai clear picture of the task, m engetahui circuited late between experiences, d apat linking concepts, facts, skills, sufficient in each event. Closing lessons can be done by reviewing and evaluating.

6. *Small Group Discussion Guiding Skills*

If the teacher plans to implement the discussion in learning, it must be prepared carefully. So there is a clear direction about the discussion. Dual purpose group discussion is to increase knowledge and foster a sense of togetherness and sharing among students.

7. *Classroom Management Skills*

Classroom management skills are teachers' skills to create and maintain optimal learning conditions and skills to restore optimal learning conditions. In this case, it includes every effort of the teacher to maintain discipline or class involvement (entering on time, sitting in the designated place, obeying the teacher, not glancing left and right, not noisy, etc.). Organizing all class resources will create an effective and efficient learning process.

8. *Teaching Skills for Small and Individual Groups.*

Applying the approach of individuals and small groups in learning requires the understanding and sensitivity of teachers to students personally, knowing the character and needs of children in learning. The teacher must also have special skills to do a psychological approach, to create closeness with the child. The ability of teachers to understand children and conduct psychological approaches will create an atmosphere of intimacy between students and teachers.

Small group learning approaches require the skills of teachers as organizers who organize and organize the distribution of group members, assignments in groups, group activities, rules, relationships between members, providing tools, arranging places, providing sufficient time, etc. In this case, the teacher is also tasked with monitoring the activities of each child and every small group during the learning activities.

Coaching in the basic teaching skills training uses clinical supervision because the time provided for each student is 5 -10 minutes of the initial meeting (planning), 15 minutes for the implementation of teaching by students and observation by the supervisor, and 5-10 minutes for

feedback. If based on the results of the feedback students still have not mastered the basic teaching skills that are trained then the student teacher candidates need to be asked to repeat the training until mastering the skill. Each training provided does not need to be the same for each student, depending on the level of mastery of the basic teaching skills they have brushed a.

Field Experience Practice is a series of activities that are programmed for LPTK students, which includes both teaching and non-teaching exercises "(OemarHamalik, 2009: 171). PPL is one of the compulsory courses for educational students as a continuation of teaching micro teaching. This activity is carried out after students have passed Micro Teaching (microteaching). PPL II is carried out in schools that have been appointed by the University as a place for teaching practice. This activity is an event to shape and foster professional competencies that are implied by the work of the teacher or education staff. In addition, it is shown to train students to apply the theory of teaching and learning processes on a small scale, is artificial as a simulation of the actual teaching process.

III. METHODOLOGY

In this study, it takes 6 months, starting from June to November which includes preparation of proposal preparation activities up to the preparation of the final report.

This study uses a quantitative method of *pre-experimental design* with the *one-group pre test-post test design*. The pre-experimental design method is not yet a serious experiment because there are still external variables that influence the formation of the dependent variable. Sugiyono (2012: 109) classified three types of research designs commonly used in *pre-experimental design* methods, namely a *one-shot case study*, *one-group pre test-post test design*, and *intact-group comparison*.

The research design used in this study was "*one-group pre test-post test design*", which is a research design that contained a *pretest* before being treated and *post test* after being treated. Thus it can be known more accurately because it can compare with held before being treated (Sugiyono, 2012: 110).

This research activity was conducted with the aim to assess the effect of Field Experience Practices on Student Readiness to become Professional Teachers, by focusing on differences in influence before implementing PPL with after implementing PPL or testing hypotheses about the influence of the treatment given. Through this research, researchers want to know that the Field Experience Practice program can improve student competence in supporting readiness to become a professional teacher.

3.1 Picture. Design *one-group pretest-posttest design*.

$$O_1XO_2$$

Information:

O_1 = Student Ability before PLL

X = *treatment* (PPL implementation)

O_2 = Student Ability after PPL

According to Arikunto (2003: 42) that population is all values, both calculations, and measurements, both quantitative and qualitative, rather than the characteristics of a group of objects that are complete and clear research. From the above description of opinion, then, the population in this study were all students of the Economic Education Study Program of the Faculty of Economics, Gorontalo State University who programmed PPL courses in the amount of 164 people.

The sample is a part or representative of the population under study (Arikunto 2011: 131). According to Arikunto, if the subject is less than 100 it is better to take it all so that the research is a population research. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. Based on these opinions, the sample in this study determined 40 people.

This study uses instruments:

- *Observation*
Obtaining accurate data for a study, as an initial step that will be used in this data collection is observation.
- *Questionnaire / questionnaire*
The questionnaire is a data collection technique that is done by giving a set of questions or written questions to the respondent to be answered (Sugiono, 2010: 142)
- *Documentation*
Documentation method is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, minutes, agendas and so on (Arikunto, 2010: 274).

IV. RESEARCH RESULTS AND DISCUSSION

A. *Research result*

Validity and reliability tests are basically carried out by researchers to test the reliability of the instruments used Is it suitable for use as a data collection tool or not. The basis for decision making to determine the appropriateness of an instrument is to look at the correlation values for data validity and Cronbach's Alpha values for reliability. As for each test the value reference standard has been determined where for the validity test, the correlation value must be greater than 0.3. Whereas for reliability testing, the value of Cronbach's Alpha must exceed i 0.6. If both tests produce values above the reference standards that have been established, it can be concluded that the instruments used are valid and reliable so that they are suitable for use as data collection tools.

Following are the results of testing the validity and reliability presented in the following table form:

N	Corrected Item-Total Correlation	Cut-off	Cronbach's Alpha if Item Deleted	Cut-off
P1	.774		.973	
P2	.864		.972	
P3	.828		.973	
P4	.811		.973	
P5	.836		.973	
P6	.714		.974	
P7	.857		.973	
P8	.889		.972	
P9	.807		.973	
P10	.849		.973	
P11	.417		.976	
P12	.840	0.3	.973	0.6
P13	.858		.972	
P14	.823		.973	
P15	.807		.973	
P16	.750		.974	
P17	.721		.974	
P18	.793		.973	
P19	.874		.973	
P20	.789		.973	
P21	.739		.974	

Table 1. Validity and reliability of questionnaire respondents Pre-PPL

Source: Primary Data Processed (2017)

The table above shows the value of each test. For correlation values, each item question asked in the questionnaire obtained each value greater than the specified reference standard of 0.3 and for the Cronbach's *Alpha* value each got a value of more than 0.6 so the researcher concluded that the questionnaire was used in this study is valid and reliable.

Following are the results of testing the validity and reliability presented in the following table form:

N	Corrected Item-Total Correlation	Cut-off	Cronbach's Alpha if Item Deleted	Cut-off
P1	.745		.926	
P2	.778		.925	
P3	.649		.927	
P4	.582		.929	
P5	.783		.925	
P6	.718		.926	
P7	.648		.927	
P8	.770		.925	
P9	.817		.924	
P10	.680		.927	
P11	.631	0.3	.928	0.6
P12	.654		.927	
P13	.692		.926	
P14	.617		.928	
P15	.988		.928	
P16	.484		.930	
P17	.444		.931	
P18	.714		.926	
P19	.630		.935	
P20	.859		.934	
P21	.459		.934	

Table 2. Respondent Questionnaire Validity and Reliability After PPL

Source: Primary Data Processed (2017)

The table above shows the value of each test. For correlation values, each item question asked in the questionnaire obtained each value greater than the specified reference standard of 0.3 and for the Cronbach's *Alpha* value each got a value of more than 0.6 so the researcher concluded that the questionnaire was used in this study is valid and reliable.

As a requirement for parametric tests, data normality testing aims to determine whether the data used in the study is normally distributed or not. Normality test is done by using One Sample Kolmogorov Smirnov with the assumption that if the significance value is greater than 0.05 then the data is normally distributed, otherwise if the significance value is smaller than 0.05 then the data is said to be not normally distributed. Following are the results of testing data normality:

		PRA-PPL	POST-PPL
N		40	40
Normal Parameters ^{a, b}	Mean	60.90	85.30
	Std. Deviation	19409	11,625
Most Extreme Differences	Absolute Positive	.130	.098
	Negative	.130	.078
	Kolmogorov-Smirnov Z	-.091	-.988
	Asymp. Sig. (2-tailed)	.823	.620
		.507	.837

Table 3. Normality Test of One-Sample Data Kolmogorov-Smirnov Test

Source: Primary Data Processed (2017)

B. Calculated from data.

Based on the results of the normality test, the data can be said to be normally distributed due to the significance value kolmogrovsmirnov for each variable > 0.05. The value of each variable is 0.507 for the respondent's data before implementing PPL, and 0.837 for the data from respondents who have carried out PPL activities.

Same as other statistical tests, as a condition for doing *parametric tests*, Homogeneity test needs to be done to see whether the data group studied has the same variance or not. Sometimes the wrong sampling process will cause the data obtained is not homogeneous so that the sample taken cannot be used and needs to be re-evaluated until it produces a sample with a homogeneous sample test. The reference in determining whether homogeneous or not is by looking at the significance value obtained from the *homogeneity of variance test* in Anova's analysis with the following criteria.

- If the significance value is <0.05, then it is said that variants of two or more population groups of data are not the same.
- If the significance value is > 0.05, then it is said that the variants of two or more data population groups are the same.

Following are the results of homogeneity testing presented in the form of the table below:

PRA-PPL

Levene Statistics	df1	df2	Sig.
3,816	10	15	.072

Table 4. Test of Homogeneity of Variances
Source: Primary Data Processed (2017)

Based on the table above, the researchers concluded that the population data groups in the study were similar or homogeneous. The conclusion is based on the significance value obtained > 0.05 which is 0.072.

V. DISCUSSION

Teachers are professions that are very instrumental in shaping the character of the nation while acting as *the agent of change*. In this context, the teacher must immediately make a rapid transformation in the culture of teaching (*teaching*) to learning (learning) which is strengthened by exercise (*training*) of the concepts and principles of vocational education as a *life skill*. For Higher Education institutions the LPTK continues to encourage and prepare its students to become competent graduates and have the readiness to become a teacher.

Field Experience Practice is a series of activities that are programmed for LPTK students, which includes both teaching and non-teaching exercises "(Oemar Hamalik, 2009: 171). PPL is one of the compulsory courses for educational students as a continuation of teaching micro teaching. This activity is carried out after students have passed Micro Teaching (microteaching).

The maximum results from the teaching of micro teaching can foster student confidence to be ready to pursue advanced experience as a provision to become a professional teacher. Based on the description previously explained, in this study, the author tries to compare or compare the ability of students before attending PPL and after attending PPL to support readiness to be a professional teacher.

The test results above illustrate that the ability of students after attending PPL is higher than the ability of students before attending PPL. This can be seen from the acquisition of the average value. PPL condition before the student following the acquisition of the average value of 60.90, while acquisition average value of 85.30 after joining PPL. Thus, after attending the Field Experience Practice program, students feel that their competence is increasing. Competent prospective teacher students are far more prepared to become professional teachers.

The research findings prove that there are differences in students' perceived competency results, which indicate that the Field Experience Practice program has an effect on improving the quality of teaching students in order to prepare students to become professional teachers. Before joining PPL in supporting the readiness to become a professional teacher "can be accepted.

VI. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the research hypothesis that reads "Students who have attended PPL has increased their competence more than before joining PPL in supporting the readiness to become professional teachers" can be accepted. If we look at the average acquisition value in the *group statistics* table, students who have participated in PPL have increased their acquisition to 85.30 from before taking part in PPL whose acquisition was 60.90. This is also supported by the results of data analysis shown in the *independent sample t-test* table and *Paired samples test* with a significance value (2-tailed) which if the significance value is less than 0.05 then Ha is accepted and H0 is rejected. The research findings prove that there are significant differences between the competencies perceived by students before participating in the Field Experience Practice program after participating in the program. This is because the acquisition of a significance value of 0,000 is less than 0.05. Thus, the implementation of Field Experience Practices gives effect to student competencies that can support readiness to become professional teachers.

➤ *Suggestion*

Based on the conclusions above, the researchers suggest the following:

- PPL supervisors should better maximize the development of PPL student competencies through the use of Micro Teaching Laboratories.
- The Institution further improves the facilities and infrastructure that support the implementation of *Micro Teaching* and PPL.

- PPL students should be more aware of the importance of implementing PPL in supporting readiness to become a professional teacher.

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