Al-Tadzkiyyah: Jurnal Pendidikan Islam
Volume 15. No. 1 2024
P. ISSN: 20869118
E-ISSN: 2528-2476

School Learning Practice Program in Improving Pedagogical Competence of Preservice Teachers

Muhammad Mustofa
muhammadmustofa@radenintan.ac.id
Universitas Islam Negeri Raden Intan Lampung

Abstract

This study examines the evaluation of the learning practice program at school, specifically the practical field experience program organized by the Education Laboratory of the Tarbiyah and Teacher Training Faculty, UIN Sunan Kalijaga Yogyakarta. This program seeks to develop the pedagogical ability of preservice teachers through hands-on experience in the field. This research employed a mixed method, also known as evaluation research. The researchers employed the Context, Input, Process, and Product (CIPP) evaluation model to assess the program's effectiveness. The findings reveal that the practical field experience program improves preservice teachers' pedagogical competence. However, it still requires improvement and development in various areas, including choosing preferred schools/madrasas, implementation time, and the number of teaching practices. The findings of this study show that program participants who adhere to the program receive more expertise in real-world classroom learning practices. In conclusion, this study demonstrates that the practical field experience program at the FITK UIN Sunan Kalijaga Yogyakarta helps develop the pedagogical competence of preservice teachers. However, it requires further improvement and development to improve program quality.

Keywords*: Learning Practice, teachers' competences*

Abstrak

Penelitian ini membahas tentang evaluasi Program Praktik Pembelajaran di Sekolah, yaitu Program Praktik Pengalaman Lapangan (PPL) yang diselenggarakan oleh Laboratorium Pendidikan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta. Program PPL ini bertujuan untuk meningkatkan kompetensi pedagogik calon guru (mahasiswa) melalui praktik pengalaman di lapangan. Penelitian ini menggunakan metode penelitian *Mixed Method* dan juga bisa disebut juga penelitian evaluasi. Penelitian menggunakan model evaluasi *Context, Input, Process, and Product* (CIPP) untuk mengevaluasi efektivitas program. Penelitian ini menemukan bahwa program PPL efektif dalam meningkatkan kompetensi pedagogik calon guru. Namun, masih perlu diperbaiki dan dikembangkan dari beberapa aspek, seperti menentukan sekolah/madrasah yang favorit, waktu pelaksanaan, dan berapa kali praktik mengajar. Hasil dari penelitian ini menunjukkan bahwa peserta program yang mengikuti, mendapatkan pengalaman yang lebih terkait dengan praktik pembelajaran di kelas secara riil. Penelitian ini juga menunjukkan bahwa penggunaan bahasa yang efektif dan santun sangat penting dalam praktik mengajar.Dalam sintesis, penelitian ini menunjukkan bahwa program PPL FITK UIN Sunan Kalijaga Yogyakarta efektif dalam meningkatkan kompetensi pedagogik calon guru dan perlu diperbaiki dan dikembangkan untuk meningkatkan kualitas program.

Kata Kunci: Praktik Pembelajaran, Kompetensi Guru

P. ISSN: 20869118
E-ISSN: 2528-2476

INTRODUCTION

Teachers play a critical role in the development of students in the world of education, particularly formal education, as stated in government regulation No. 74 of 2008, article 1: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (PP, 2008; Zaenal, 2016)."

Islamic religious education teaching competencies include Personal Competence, Pedagogic Competence, Professional Competence, Social Competence, and Leadership Competence. One of the two teacher competencies is pedagogical and professional competence. According to government regulation No. 74 of 2008 concerning teachers, pedagogical competence is the teacher's ability to deeply understand students and organize educational learning, which includes the ability to design, implement, and assess the process and outcomes of learning, and make continuous improvements (PP, 2008; Zaenal, 2016).

Students are trained to become teachers at the Faculty of Tarbiyah and Teacher Training (FITK), State Islamic University (UIN) Sunan Kalijaga Yogyakarta. As preservice teachers, the students must comprehend teaching theories and know how to teach and create media, all of which are stated in the teacher's pedagogical competency. There are several strategies to develop teacher pedagogical competence, one of which is to practice directly in the classroom. The students must immediately apply the teaching theories learned in lectures.

The Education Laboratory at FITK UIN Sunan Kalijaga Yogyakarta channels and assists students in gaining real-world experience in schools to increase teacher competencies. The practical field experience program (PPL) allows students to practice teaching in schools. Researchers' initial observations showed that the practical field experience program is a direct learning practice program, or practical teaching in schools/madrasas, where FITK undergraduate students get real-world teaching experience during the seventh semester. Students require

P. ISSN: 20869118
E-ISSN: 2528-2476

experience to build their ability, particularly in pedagogical competency, which will serve them well in their future teaching careers.

If preservice teachers lack competencies and have never taught before, they may face challenges and will lack insight into becoming successful teachers. According to the explanation, the researchers were interested in evaluating the practical field experience program at schools organized by the FITK Education Laboratory of UIN Sunan Kalijaga Yogyakarta to improve pedagogical competence in context, input, process, and product evaluation.

METHODS

The research method is a scientific process for researchers to determine solutions to problem formulations. This study employed field research as its research method. This evaluation research combines qualitative and quantitative approaches (Mixed Methods) using a concurrent embedded model, with the qualitative method as the primary method and the quantitative method as the secondary method (strengthening the primary method) (Moleong, 2018; Sugiyono, 2011, 2018). The research method is a scientific process for researchers to determine solutions to problem formulations. This study employed field research as its research method. This evaluation research combines qualitative and quantitative approaches (Mixed Methods) using a concurrent embedded model, with the qualitative method as the primary method and the quantitative method as the secondary method (strengthening primary methods) (Moleong, 2018; Sugiyono, 2011-2018). Depending on the data required, this study employed qualitative data supplemented with quantitative data, as previously mentioned.

Qualitative research seeks to comprehend occurrences, events, and social activities in a natural setting. In this study, the researchers collected numerous data needed to examine the Education Laboratory's learning practice program in schools, known as the practical field experience (PPL) Program. Quantitative research was utilized to assess the success of the program implementation process.

Therefore, this type of study is also known as evaluation research. A researcher conducts an evaluation study to assess whether a program, project, or

P. ISSN: 20869118
E-ISSN: 2528-2476

policy has achieved its vision, mission, and goals. In terms of activity, general research aims to test hypotheses (quantitative) and understand and develop phenomena (qualitative), whereas evaluation research aims to assess program effectiveness. According to Stufflebeam, "the purpose of evaluation is to improve, not to prove" (Moleong, 2018; Sugiyono, 2011, 2018).

The goal of an evaluation study is to improve program quality, not to test hypotheses. In terms of methodology, general research and evaluation research are the same; both can use procedures, with general research based on theory and evaluation instruments developed by evaluators based on program objectives.

Decision-makers might employ numerous evaluation techniques to follow up on an evaluated object. Although the methods for evaluating each other differ, the objective and purpose are the same: to acquire data or information about the object under evaluation. This study employs the Context, Input, Process, and Product (CIPP) evaluation approach (Ananda & Rafida, 2017; Hidayat & Asyafah, 2019; Mahmudi, 2011).

RESULT AND DISCUSSION

Context Evaluation

Context evaluation is a condition that specifies the relevant environment, including actual and intended circumstances, as well as identifying unmet needs and untapped potential (Mahmudi, 2011; Sudjana, 2006). Context evaluation shows the need for program planning before implementing the program. This evaluation asks various questions concerning the analysis of the participants' requirements and the foundation for administering the program. It can also ask about the institution's vision, mission, and objectives.

This practical field experience program is concerned with the direct application of teacher competence theories or practices in schools/madrasas, given that program participants are preservice teachers, specifically FITK students. This is the motivation behind the practical field experience program committee's decision to host this activity, given the pressing need for a place where students can directly apply the theories of teacher competency that they have learned in lectures.

P. ISSN: 20869118
E-ISSN: 2528-2476

The faculty and program committee developed this program in response to student's demand for a place to practice teaching.

Another necessity of the participants is a favorable and comfortable environment in which to administer the program since they allow the students to carry out the program activities to their full potential. A suitable and comfortable environment is one that is easily accessible and can assist the implementation of this program. As a result, participants can easily maximize their potential.

There is an instructional design after considering the needs of the participants. At this point, the practical field experience program committee approves with the field supervisors (DPL) the methods and strategies to be employed in leading the program's implementation, which are suited to the intellectual abilities of the participants to achieve the desired results.

The concept of the Education Laboratory does not expressly state that students must acquire teacher competencies, particularly pedagogical competencies. The goal shall be "Excellent and leading in the integration and development of Islamic and scientific studies for civilization.”.= The Institute's vision is simply generic or vague, but the Education Laboratory's objectives specifically state that students must master the pedagogical competency of teachers. The objective shall be "Forming Muslim education scholars who are experts in educational science and professional education personnel." According to the researchers' analysis, the Education Laboratory's objectives clearly defined the professionalism of becoming a teacher. This is shown in the context that the practical field experience program has aided in achieving the program's implementation objectives.

Input Evaluation

Input evaluation is the process by which a program gives data to determine how users use resources to achieve program objectives (Mahmudi, 2011; Sudjana, 2006). Recruitment of participants, determination of schools/madrasas, determination of supervising teacher coordinators, determination of supervising teachers, program implementation time, and program implementation regulations

P. ISSN: 20869118
E-ISSN: 2528-2476

are all input components in FITK's practical field experience program evaluation. Based on the research findings, input evaluation data for the practical field experience program's implementation was gathered through interviews, observations, and documentation.

The committee has acceptable standards for recruiting program participants, which are as follows: 1) Be active students at FITK UIN Sunan Kalijaga Yogyakarta at least in the seventh semester; 2) Attend and pass the micro-teaching course; 3) Input practical field experience courses into each participant's course completion sheets. The committee selects the preferred schools/madrasas in Yogyakarta for program execution.

The school/madrasah determines the supervising teacher coordinator and supervising teacher based on each program participant's study program. The program implementation period lasts one month during the odd semester. There is a preparation for both the committee and program participants.

The participant must obey the regulations of the practical field experience program to facilitate and maintain the institution's reputation. Some of the rules are as follows: 1) The students are required to attend orientation activities organized by the committee; 2) The students are required to fully participate in educational and administrative/managerial activities at the school/madrasah where the program is implemented during a predetermined period; 3. The representative of each group fulfills invitations and provides oral/written reports on mentoring conducted by supervising lecturers to the committee; 4) During the practical field experience program, students are required to behave well and be polite (Panduan, 2019).

Process Evaluation

A process is a series of interrelated actions or events. The practical field experience program is an educational opportunity for preservice teachers. This program is a real field experience practice rather than just teaching practice because it involves various activities relevant to education or teaching. This program is an essential component in the development of teacher professionalism. This program involves putting the theoretical aspects of numerous learning techniques and

education management courses into practice (Entang, 1980; Mahmudi, 2011; Rifai et al., 2014; Taulabi, 2017).

Practically, the practical field experience program comprises a variety of activities. First, limited learning experience or microlearning (micro-teaching/isolated skill development) is real teaching. Still, it is confined to the number of students, time, materials, and teaching skills to allow for control. The micro nature is designed to systematically isolate learning components, such as curriculum, material, and institutional skills (Sulo, 1984).

The second component is the school experience, which consists of two activities. First, learning in the real classroom (real teaching / real classroom teaching), namely learning carried out by practicing students in schools in the classroom both under guidance (supervised teaching) until they can be fully responsible (full responsibility teaching), and second, the practice of various school-related activities (field familiarization), which is intended to introduce practicing students to school life (school lift) (school lift) (Sulo, 1984).

Process evaluation provides input on the effectiveness of program implementation, including the impact of the system and its implementation (Sudjana, 2006). Process evaluation tells more about the program implementation as evidenced in the indicators created by researchers based on pedagogical competency and distributed via questionnaires. In the questionnaires, there is an indicator "Having mastery of learning theory" with the statement "I understand that there are various learning theories in education that I must master"; the results may be seen in Table 1.

Table 1.
The Responds to the Statement, "I Understand That There Are Various Learning Theories in Education That I Must Master"

No	Alternative Answers	Number of Answers	Score	Score Value	Category
1	Strongly Agree	15	60	2	**Very Effective**
2	Agree	15	45	1,5	
3	Disagree	0	0	0	
4	Strongly Disagree	0	0	0	
Total		**30**	**105**	**3,5**	

The questionnaire results, with a very effective category, indicate that participants comprehended educational learning theories while conducting the practical field program. Understanding these theories allows program participants to put some of them into practice in the classroom, which naturally adds to their understanding of identifying effective instruction based on current theories. The participants understand several learning theories, including behavioristic, cognitivist, humanistic, and constructivist (Saefiana et al., 2022).

The indicator "Having mastery of learning principles" has a statement in the questionnaire, "I master the learning principles in teaching," with the following outcomes:

Table 2.
The Responds to the Statement "I Master the Learning Principles in Teaching"

No	Alternative Answers	Number of Answers	Score	Score Value	Category
1	Strongly Agree	11	44	1,46	**Effective**
2	Agree	12	36	1,20	
3	Disagree	7	14	0,46	
4	Strongly Disagree	0	0	0	
Total		**30**	**94**	**3,13**	

Based on the table above, program participants master the following learning principles: readiness, motivation, attention, perception, retention, and transfer (Mardicko, 2022). Using these principles, program participants may ensure that the program runs smoothly.

The indicator "Having mastery of ICT for learning development" has a statement in the questionnaire, "I feel uneasy when teaching without learning media," with the following results:

Table 3.
The Responds to the Statement "I Feel Uneasy when Teaching without Learning Media"

No	Alternative Answers	Number of Answers	Score	Score Value	Category
1	Strongly Agree	1	4	0,13	**Less Effective**
2	Agree	11	33	1,10	
3	Disagree	11	22	0,73	
4	Strongly Disagree	7	7	0,23	
Total		**30**	**66**	**2,20**	

According to the table above, many program participants responded evenly to agree and disagree, indicating that some were concerned when instructing practice without learning media, while others were typical. Learning media can assist teachers in the classroom. Many program participants agreed because they do not employ learning media in teaching practice in class. The researcher believes this answer is unfortunate.

The indicator "Having empathic, polite, and effective communication with students" includes the statement "I can use effective and polite language during the teaching practice" with the following results:

Table 4.
The Responds to the Statement "I Can Use Effective and Polite Language during the Teaching Practice"

No	Alternative Answers	Number of Answers	Score	Score Value	Category
1	Strongly Agree	12	48	1,60	**Very Effective**
2	Agree	17	51	1,70	
3	Disagree	1	2	0,06	
4	Strongly Disagree	0	0	0	
Total		**30**	**101**	**3,36**	

According to the table above, many program participants agreed or strongly agreed that it is necessary to utilize appropriate and effective language when presenting learning materials so that students can absorb any subject offered more quickly. Politeness refers to how the participants deliver during teaching practice rather than yelling. Students easily absorb the subject delivered using efficient language and respectful practices, and program participants can serve as role models for their students.

Product Evaluation

Product evaluation is the final stage of the CIPP evaluation process for evaluating a program. At this stage, evaluation measures and assesses program achievements from implementation to completion (Sudjana, 2006). Product evaluation is used to determine the success of a program. Based on the research findings, the data from the implementation of the practical field experience program was gathered through interviews and observations in the form of values, which are listed below:

Table 5.
The Score of the Practical Field Experience Program Implementation

Number Score	Letter Grade	The Number of Participants	
		2018	2019
95 – 100	A	137	83
90 – 94,99	A-	77	81
85 – 89,99	A/B	4	24
80 – 84,99	B+		3
75 – 79,99	B		1
70 – 74,99	B-		
65 – 69,99	B/C		
60 – 64,99	C+		
55 – 59,99	C		
0 – 34,99	E		3
Total		**218**	**195**

The above grades show that the average score is fairly high, and there are no retakes or low grades (B/C to E) of the aspects assessed

Table 6.
The Assessed Aspects of the Practical Field Experience Program

No	INDICATOR/OBSERVED ASPECTS
I	**Pre-activities**
1	Build student motivation
2	Conduct apperception/pretest activities
3	Provide a reference
II	**Main Activities**
A.	Mastery of learning materials
4	Demonstrates mastery of learning materials
5	Linking material with other relevant knowledge
6	Conveys the material clearly and by the learning hierarchy
7	Relates the material to real-life
B.	**Approaches/Strategies**
8	Carry out learning by the competencies (objectives) to be achieved.
9	Carry out learning in a coherent manner
10	Mastering the class
11	Carry out contextual learning
12	Carry out learning that allows the growth of positive habits
13	Carry out learning by the planned time allocation
C.	**Utilization of Learning Resources/Media**
14	Use media effectively and efficiently
15	Produce interesting messages
16	Involve students in media utilization

D.	**Pembelajaran yang memicu dan memelihara keterlibatan siswa**
17	Fosters students' active participation in learning
18	Demonstrate an open attitude to student responses
19	Foster students' excitement and enthusiasm for learning
20	Provide verbal or non-verbal reinforcement
E.	**Process evaluation**
21	Monitor learning progress throughout the process
F.	**Language use**
22	Use spoken and written language properly and correctly
23	Deliver messages in an appropriate style
III	**Closing**
24	Involve students in Reflecting or summarizing
25	Conduct final assessment by competencies (objectives)
26	Follow-up by providing direction, activities, or assignments as part of remediation/enrichment.

Every program contains objectives or goals that can be used to evaluate its success and effectiveness. The Education Laboratory of FITK UIN Sunan Kalijaga Yogyakarta also has noble aspirations for this practical field experience program, namely to create a generation of students with real-world experience and the soul of a teacher in order to increase preservice teachers' pedagogical competence. Furthermore, a teacher must have practical experience in this rapidly developing era.

CONCLUSION AND SUGGESTION

Based on an analysis of data sources related to the practical field experience Program, it is possible to infer that the program is successfully executed to increase the pedagogical competence of preservice teachers at FITK UIN Sunan Kalijaga Yogyakarta. This program must also be enhanced and developed in numerous areas, including choosing favorite schools/madrasas, deciding implementation time proportional to the credit load given, and determining the number of teaching practice sessions. These enhancements are sufficient to fully develop the program. Program participants gain more real-world experience using classroom learning approaches.

REFERENCES

Ananda, R., & Rafida, T. (2017). Pengantar Evaluasi Program Pendidikan. In *Perdana Publishing* (Vol. 53, Issue 9).

Entang, M. (1980). *Program Pengalaman Lapangan*. Proyek Pengembangan Pendidikan Guru Depdiknas.

Hidayat, T., & Asyafah, A. (2019). KONSEP DASAR EVALUASI DAN IMPLIKASINYA DALAM EVALUASI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *10*(1). https://doi.org/10.24042/atjpi.v10i1.3729

Mahmudi, I. (2011). CIPP: Suatu Model Evaluasi Program Pendidikan. *At-Ta'dib: Journal of Pesantren Education*, *6*(1), 111–125. https://doi.org/10.21111/at-tadib.v6i1.551

Mardicko, A. (2022). Belajar dan Pembelajaran. *Jurnal Pendidikan Dan Konseling*, *4*(4), 5482–5492.

Moleong, L. J. (2018). Metodologi Penelitian Kualitatif, cet. In *XI. Bandung: PT Remaja Rosdakarya*.

Panduan, T. P. (2019). *Buku Panduan Praktik Pengalaman Lapangan (PPL)*. Unit Laoratorium Pendidikan FITK.

PP. (2008). *Peraturan Pemerintah No. 74 Tahun 2008 tentang Guru*.

Rifai, N., Fauzan, Sayuti, W., & Bahrissalim. (2014). Integrasi Keilmuan dalam Pengembangan Kurikulum di UIN se-Indonesia; Evaluasi Penerapan Integrasi Keilmuan UIN dalam Kurikulum dan Proses Pembelajaran. *Tarbiya; Journal of Education in Muslim Society*, *1*(1), 13–33.

Saefiana, Sukmawati, F. D., Rahmawati, Rusnady, D. A. M., Sukatin, & Syaifuddin. (2022). Teori Pembelajaran dan Perbedaan Gaya Belajar. *MAHAGURU: Jurnal Pendidikan Guru Sekolah Dasar*, *3*(1), 150–158.

Sudjana, D. (2006). *Evaluasi Program Pendidikan Luar Sekolah*. Remaja Rosdakarya.

Sugiyono. (2011). *Metode Penelitian Pendidikan*. Alfabeta.

Sugiyono. (2018). *Metode Penelitian Kuantitaf, Kualitif, dan R&D*. Alfabeta.

Sulo, S. L. La. (1984). *Pengajaran Mikro*. Dirjen Pendidikan TInggi.

Taulabi, I. (2017). Pendidikan Agama Islam dan Integrasi Pendidikan Karakter. *Jurnal Pemikiran Keislaman*, *28*(2). https://doi.org/10.33367/tribakti.v28i2.488

Zaenal, A. (2016). Evaluasi pembelajaran. In *Remaja Rosdakarya*.