

# Practice Field Experience

## Integrated In Quality Improvement of Teacher

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**Abstract:** Considering on the Indonesian Teacher and Lecturer Act, every Indonesian teacher needs to have a teacher certification. Indeed, it is a good opportunity as well as a challenge for every university, the which is conducting teacher training program, to have qualified graduates. As a qualified teacher, he must have four competencies concerning pedagogy, attitude, personal, and social. The question that may Arise is "How to have such competencies?" Of course, many ways can be done. However, improving the quality of teaching practicum is one of the many possibilities that can be considered. Integrated Student Community Service - Teaching Practicum (KKN-PPL) the which is combining community service and teaching practicum program itself has been developed by Yogyakarta State University (UNY) to have a better models of such teaching practicum.

**Keywords:** KKN-PPL, Teaching Practicum, Students Teacher.

### Introduction

As mandated in Law OF the Republic of Indonesia Number 20 Year 2003 on National Education System, Article 42, that each educator is required to have the required qualification and certification in accordance with the level of authority to teach, physically and mentally healthy, and have the ability to realize the goal of education national.<sup>1</sup>

Thus, every educator must have several competencies related to the

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<sup>1</sup> Law of the Republic of Indonesia No. 20 of 2003 About the System of National Education (Bandung: Image Umbara, 2003), 28.

theory and practice of teaching. Further, in the Law on Teachers and Lecturers Article 8 states that a number of competencies and certifications be obtained by passing the education process profession. For that every prospective teacher education, including Yogyakarta State University (UNY), should be organized in teacher practices that are packed in Practice Field Experience (PPL) to anticipate and prepare prospective teachers to be successful in teacher competency test.<sup>2</sup>

The fact is that teachers or prospective teachers have a dominant role in learning. For that, is necessary to arrange the realization of teachers and prospective teachers, as the man behind the gun, are of good quality in the field of mastering science, understanding of learners, learning methods, as well as the attitude and personality of the sublime. In order to improve self-esteem, a crunch student should be aware of, evaluate yourself, and have a desire to change for the better. For this, Sumarno Sudarsono said the 4 Steps To Wisdom, compiled Anthony de Mello, consisting of: 1) recognize negative feelings in yourself, 2) do not take that as a fact, 3) do not equate myself with that feeling, and 4) do not want others to change before yourself changing, it is very relevant indeed to be realized for the practitioner who was at the stage of self-change. Nevertheless, the awareness and commitment of all relevant elements and the willingness to achieve optimal success required tips, techniques, and specific strategies.<sup>3</sup>

Various attempts to improve the quality of teachers and prospective teachers have been carried out by the government. Improving the quality of teacher training, in service training, as was done by the Center for Upgrading of

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<sup>2</sup> The draft of the Republic of Indonesia No. 14 Year 2005 on the Law on Teachers and Lecturers (House of Representatives, 2005), 5.

<sup>3</sup> Sumarno Sudarsono, *Desire To Change: The Willingness To Change* (Jakarta: PT Elex Media Komputindo, 2005), 117.

Teacher Education (PPPG), improving teacher quality through program enhancement Secondary School Teachers (PGSM), either through equalization or further studies in domestic or overseas also has many do. Not to forget, the stabilization of the PPL program is an important component in the preparation of candidates for teacher quality is also a concern for improved quality.

In addition, the decision of the Minister of National Education number 232 / U / 2000 and number 045 / U / 2002 on the development of Kurikulum Competency-Based (CBC) with five components of competency, which includes General Life Skill (GLS) and Specific Life Skill (SLS ), is of great significance for development of prospective teachers. Bids LPTK partnership grant program initiated by the Higher Education, the website [http:// www dikti.org](http://www.dikti.org)., In this case the Directorate of Personnel and Workforce Education College (PPTK and KPT), load the PPL quality improvement program, which is one of 6 education quality improvement program. Further, Higher Education has coordinated and introduced seven LPTK (including UNY) in model development or how "new" the WMO to be learned and considered implementation by other LPTK accordance with the conditions of LPTK respectively.<sup>4</sup>

Packaging model PPL developed by UNY is PPL integrated (abbreviated KKN-PPL), which integrates (rather than clicking combine) between corruption and PPL both in terms of management, time, program funding, Field Supervisor (DPL), and the community target (public school). In addition, a synergistic collaboration between the Institute for Community Service (LPM), as manager of KKN, and Field Experience Practice Unit (UPPL), as manager of PPL, showed their awareness and synergistic work culture in accordance with the vision and mission of UNY.

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<sup>4</sup> Soli Abhimanyu et al, *Monograph set of Implementation PPL In LPTK* (Jakarta: Directorate PPTK and KPT, Higher Education, 2004), 5. The

In general, more PPL activities are focused on improving learning skills and school administration. Yet to become professional teachers is not enough just to stock both. Many other competencies that need to be controlled, so that the demands of teacher competence as required 4 both in the Law on Teachers and Lecturers and national Education Standards<sup>5</sup> can be met. For the KKN-PPL, as one form of developing of PPL, implemented to meet those needs.

#### **A. issues**

Early of the idea on corruption-PPL marked by the controversial execution of corruption that occurred in UNY. On the one hand there are groups who want corruption is eliminated, while in others there are demands that wants corruption continues. This difference of opinion has implications for the university's efforts to overcome and find a way out. To that end, showed several alternative models modified corruption, one of them is modified target communities, which was originally only in the countryside further developed also for the public schools. Thus, came the implementation of service learning in schools (not just in the village). In fact, for LPTK, field training activities have also been carried out in schools, namely in the form of PPL. As a result, there are two types of field practice different activities but both occurred at the school.

In this respect, fair if further raised the following issues:

1. Why KKN-PPL to development?
2. The extent of corruption-time allocation feasibility accordance with the weight sksnya PPL?
3. Is there corruption-PPL conformity with the demands of teacher competence?

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<sup>5</sup> Indonesian Government Regulation No. 19 Year 2005

4. How does the existence of factors supporting and inhibiting factors KKN-PPL?

#### **B. The idea of development of KKN-PPL**

existence of controversial on the administration of corruption which appeared in UNY when it impacted on for two studies (*independent*) by LPM and UPPL in 2001 with the respondent students, lecturers, leaders of faculty / department / study program, principals, teachers, and head of the education department. It turned out that both produce similar conclusion that corruption needs to continue to be implemented but with modifikasi. As described previously that the next step to follow up these conclusions is a review of the target communities of corruption, which was originally a rural community, expanded into the school community. For this, the students can make a choice according to his wishes.

Considering the school has been the scene of activities of PPL, then all the activities of the PPL has tersistematisasikan well. Thus, learning activities and PPL are arranged such that se-up each other does not collide with each other. Nevertheless, reality shows that the impact and collision program of activities is often difficult to avoid. In fact it can happen, the implementation of service learning in schools is done in a certain semester after semester of implementation of the PPL, its activity almost did not differ significantly with PPL activity ever undertaken. Teacher / school to give the assignment to students implementing service learning activities in schools to teach students at school even though the teaching activities are not included in the plan service learning activities that must be performed. Thus there is repetition of teaching activities that should not be done on learning activities at the school.

As we know that the activities of the PPL program gives more readiness for prospective teachers to "stand up" in front of the class and other activities

for the improvement of skills in the field of administration and management of schools. In fact, the success of education, professionalism of teachers and prospective teachers, not enough simply determined by the "permissibility" of teachers in managing learning in class and clerical skills and school management, but also other factors in accordance with 4 of teacher competence. Kete rampilan manage teachers' training, experience in organizing various competitions education, the ability to manage the extra-curricular activities, fostering and coordinating studies teachers associations, and relationships with related parties for the success of students, all of which are supporting components of teacher professionalism. In addition, doing business preventive against the influence of drugs to students, addressing student misbehavior, regulate education management and administration, as well as many others, is generally not / has not been set out in the program all PPL activeities itself.

In connection with that came the idea to combine the two programs, namely corruption and PPL PPL become integrated (abbreviated KKN-PPL), as is described previously. By kon-septual, KKN this -PPL not two activities combined, corruption and PPL done in parallel, but the implementation of a more professional PPL are even strengthened by learning programs that "breathe" PPL. Thus the KKN-PPL program is a blend of PPL program, which is getting strengthened, with service learning programs loaded with teacher training. Both of these programs do not collide with each other because everything is controlled in units of program, time, funds, and DPL same. If only there will be a clash of programs, early-ter the collision can be detected by DPL is concerned.

Many advantages compared with the program KKN- PPL and PPL service learning programs are conducted separately. In addition to the time and funds required pelaksanaann more efficient, in terms of the type of the cult of

the field, both of which are subject field practice deserves to be combined. In terms of relevance (relevance), KKN-PPL has a very high relevance to the program of improving the quality of teacher candidates. This is because the program itself remains PPLnya be improved, while the corruption that had "breath" kan PPL PPL can serve as a support. Furthermore, in terms of sustainability (sustainability) program of school development, corruption-PPL more to contribute positively to the growth of corruption in the quality of schools than rural. Ker-to- between schools, education authorities, local government, and LPTK happen very harmonious and well established in the development dae-rah program / school and in terms of funding. Nevertheless, some weaknesses still appear here and there. For this, the need to continue efforts to overcome them in order to obtain quality KKN more optimal PPL.

In accordance with the results of the annual evaluation of the implementation of KKN-PPL involving various stakeholders such as schools, students, DPL, teachers, tutors, Education, Local Government, UPPL and LPM, that the implementation of KKN-PPL otherwise have an efficiency that is quite encouraging. Some of the factors that affect the quality of the KKN-PPL such as: management, program, time, funding, and guidance expressed more efficiently than the organization of corruption and PPL were done separately. This is according to the reviewer's comments on the proposal from the Higher Education System Planning, Programming and Budgeting (SP4) filed by UPPL in connection with improving the quality of teacher training programs through the development of KKN-PPL.

Two major factors that need attention in enhancing the quality of teacher candidates pass an KKN-PPL is empowerment and familiarization. Empowerment factors include an increase in all incompetence and resource management so that it has a high relevance to management and administration are formidable. While the civilizing factors include willingness, work ethic, and

sustainability (sustainability) program to improve the quality of teacher candidates.

### C. Execution Time Allocation feasibility

Improving the quality of teacher candidates through KKN-PPL beginning in Semester 3 by way of student conduct observation activities in the school's practice, especially for tasks educational lectures held on the third semester. The results of these observations are then used for discussion and micro teaching practices in semester 5. Thus, in the sam ping recording micro teaching always ready in the library UNY to be learned from Semester 1, observation and micro teaching practices constitute adequate preparation to support the implementation KKN-PPL. Each weight-PPL service learning credits should be the same for each study program organized it but the fact still vary. Implementation of KKN-PPL performed at intervals of two months, June and July. The interval-contested election bukan hour based on the calculation required under the combined weight of credits between corruption and PPL.

As we know that the implementation of any course credits, consists of three activities, namely face-to-face, structured work and self-employment. In accordance with the academic regulations UNY, for every subject field practices face an hour is equivalent to 4 hours of field work. Thus, the calculation of the implementation of KKN-PPL clock with a weight of 6 credits are as follows:<sup>6</sup>

- a. Number of hours equivalent to the  
clock-face:  $4 \times 6 \times 50 \text{ min} = 1200 \text{ min.}$
- b. Number of hours of  
min. structured:  $1 \times 6 \times 60 \text{ min} = 360$
- c. Number of hours of self-employment:  $1 \times 6 \times 60 \text{ min} = 360$

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<sup>6</sup> UNY, *UNY Academic Regulations 2004* (Yogyakarta: Yogyakarta State University, 2004), 7.

min.

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Total = 1920 min

the number of hours is equivalent to 32 hours / week. Every day magnified Lukan working time about 5.5 hours / day with an allocation of work time can be set according to the number of these hours. For example, 3 hours allocated in the morning for activities directly related to the student and the school. Other activities can be done in the afternoon and evening around 2.5 hours. In practice, the implementation of KKN-PPL is much larger than the allocation of 5.5 hours for each day.

Also realized that the time allocation will not have much meaning if their use can not be optimized with the best. With the optimization and efficient utilization of time allows a good result can be obtained with only memerlu-kan allocation of time is not too long. For this role of DPL is always optimized both the frequency of attendance and the quality of guidance.

This can be done if the coordination is very systemic, compact, and synergy with related parties. Therefore, the task of tam-ingredients in KKN-PPL coaching is to improve the quality of management and administration, and control of implementation. Koordi-routine and continuous rice ranging from structuring the administration, management, provisioning activity, jump, guidance, student withdrawal from the practice location, and evaluation of programs, continue to accommodate a wide range of criticism, feedback and constructive suggestions.

#### **D. Conformity Program KKN-PPL and Teacher Competence Demands**

In order to examine the suitability of-PPL learning programs and the demands of teacher competence, there are two things that can be studied,

namely:

1. Substance-PPL learning activities and competence of teachers (2) place and management of KKN-PPL.
  - a. PPL substance-corruption activities and competence of teachers.

KKN-PPL quality achievement equip students beginning with the practitioner on various knowledge and skills learning through micro teaching. In UNY Micro Teaching Guidelines stated that in preparing candidates for professional teachers are teaching basic competencies that need to be developed. Competence includes teaching basic skills and teaching basic skills integrated.<sup>7</sup>

Teaching basic skills are skills in terms of: 1) starting and ending learning 2) explaining something 3) reinforcement 4) using the media 5) develop learning scenarios 6) held a variety of learning 7) guiding the discussion, 8) manage the class, 9) motivate ask, and 10) evaluate the gradual and separated. As for the integrated teaching basic skills are several types of skills that are combined and performed within a certain learning. In addition, some learning life skills as well trained as: self-knowledge skills, thinking skills, social skills, academic skills, and proficiency vokasional.

In this regard, it appears their suitability KKN-PPL program with four competencies of teachers (pedagogical, personal, professional and social) as stipulated in Government Regulation No. 19 of 2005 on National Education Standards.<sup>8</sup> Pedagogical competence is the ability to manage the learning of students. Personal competence is the ability of personality steady, stable, mature, wise and dignified, noble, and become role models for students. Professional competence is the ability to estab-belajaran mastery of subject matter is broad and deep. While social competence is the ability of educators as

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<sup>7</sup> UNY, *Regulation academic* UNY, 9.

<sup>8</sup> Government Regulation No. 19 of 2005 on National Education Standards, 9.

part of the community to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding community.

By paying attention to descriptions of both, if done *pencer-matan* in more detail to it then it does not seem too difficult to determine that there is conformity between the two. In addition, in the Menik Rusdianti thesis stated that in general the KKN-PPL management system has been coordinated by the LPM and UPPL. Preparation and guidance KKN-PPL in order to improve life skills, especially for students majoring in Mathematics Education, runs well and has no relevance to the implementation of KKN-PPL.<sup>9</sup>

Nevertheless, to achieve the desired goal, the quality of the management and implementation of adequate quality control system is crucial.

b. Points and Management KKN-PPL-PPL

Management of KKN carried out in several places that are relevant. Campus, school, Department of Education, everything is utilized optimally for the preparation of prospective teachers to have sufficient competence. Synergic cooperation between managers LPTK with several stakeholders, including the head of the Department of Education, principals, leaders of Local Government (LG), DPL, teachers, tutors and students, all of them are potential to realize the dream of reaching prospective teachers that are reliable, competitive and adaptable high ,

Renewal of PPL guidelines (2003), KKN-PPL (2004), and KKN-PPL (2005), the development of micro instruction execution by presenting some teachers tutor at the college, as an outstanding lecturer, everything is an effort to develop a KKN-PPL. In addition, UNY has provided equipment for

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<sup>9</sup> Menik Rusdianti, "Case Study About the Quality Improvement Program Through Mathematics Teacher Candidates KKN-PPL". *Essay*. Education S1. MIPA-UNY. Yogyakarta, 51.

socialization KKN-PPL as early as possible through the recording disk micro teaching coordinated by UPPL and Development Center and the Development of Instructional Activity (P3AI) prepared in per-library so that students of various study programs can make use of it as early as maybe. Lecturer and teacher training tutors, increased corruption-PPL administration services including monitoring its implementation, everything is done regularly and continued to support the realization of qualified teacher candidates.

Even though it has been shown that there is obviously time-enforcing the feasibility of KKN-PPL, but this does not mean that it is no longer needed improvement effort to become more feasible. Therefore, taking into account the constructive criticism and suggestions, starting in 2006, the time interval KKN-PPL implementation is planned to be changed from 2 months to 2.5 months. This additional allocation is determined on the basis of the evaluation results KKN-PPL in 2005 and the same air agreement between DPL and principals, and other inputs that need to be considered. There is even the possibility, in the context of professional education and teacher certification, implementation of KKN-PPL needs to be done within one full semester. For this, equating weight-PPL service learning credits between programs of study needs serious attention in order to avoid variations in implementation.

#### **E. Supporting Factors and Obstacles KKN-PPL**

In order to develop a KKN-PPL can not be separated from the supporting factors are as follows: 1) participants 2) commitment of various parties, and the factors that consists of: 1) the frequency of attendance DPL, and 2) the accuracy report turnaround time.

##### **1. Supporting Factor**

- a. Program participants: Animo students who participated in the corruption-PPL every year tend to rise. In 2005, approximately 70% of the total

number of students preferring KKN KKN cende rung-PPL than corruption alone. In 2006 was registered in 1968 mahaiswa participants KKN-PPL. A substantial amount of this is an encouragement to corruption knowl-lola-PPL to work harder so that the KKN-PPL can serve as a preparation program more qualified teacher candidates. The success of Field Experience Practice Unit (UPPL) in acquiring funds Coverage Program of Higher Education (PCPT), and funds from the District Government strongly supports the success of KKN-PPL program. Student proactive attitude in the determination of the place of corruption-PPL accordance with the wishes and field, with the knowledge manager, and the struggle in getting funds from sponsors, it can really help the smooth running of the program. The behavior of the participants KKN-PPL has always tried to work hard, keep the good name of the university, and showed a commendable personality so appreciated by people and communities where the practice strongly supports the smooth implementation of learning programs-PPL.

- b. The commitment of the Parties to the KKN-PPL: Development of rules of thumb practices through KKN-PPL field includes two main camps preparation of prospective teachers, namely: the mastery of scientific competence in accordance with the occupied areas and practice skills include learning other skills supporting the professionalism of teacher candidates. For this the participation of university leadership, faculty, DPL, managers, teachers, tutors, principals and employees' offices are all very helpful fluency program. His plan would be involved several senior lecturers and even leaders in micro teaching supervisor privilege is carrying the success of KKN-PPL. Existence of innovative funds (block grants, internal) prepared by the university, a micro-feeling better teaching space, incorporating a more representative model of equipment and one-way

screen, is expected to increase the rate of success in improving the quality of teacher candidates.

2. Inhibiting factors
  - a. Presence DPL: Frequency of attendance very variation of DPL. Demands the presence of at least 8 times during the period of service learning takes place not yet quasi-PPL can be met by the DPL in general, although there is also the presence me-exceeds 8 times. This is the "homework" leaders and managers to overcome.
  - b. Timeliness of completion of the report: Despite a tight time schedule for the implementation of KKN-PPL has been disseminated, including the completion of the report in a way that at the start of next semester is not disturbed responsible Activity early completion of reports of corruption-PPL, but in practice there are still some students who can not timetable that has been determined. DPL for this role and cooperation of the parties involved to make timely critical to its success.

## **Conclusion**

By considering a variety of offerings above :

1. The development of KKN-PPL done as concerns student and lecturer on the implementation of KKN and PPL separately. Some of the considerations that support the emergence of corruption-PPL include the belief that optimize the quality of teacher candidates can be achieved by improving the enforcement of PPL itself reinforced by KKN "breathe" PPL in an integrated manner.
2. By using mathematical calculations, was time spent on corruption-PPL showed feasibility, feasibility both in terms of the weight of credits KKN-

PPL and its enforceability. Yet, the desire of all parties to increase the execution time of considerable accommodation.

3. There is a correspondence between KKN-PPL with the demands of teacher competence. The development of several life skills in the defense-horse developed in KKN - PPL is also in accordance with the demands of teacher competence. This compliance needs to be used so that the quality of the KKN-PPL can be optimized.
4. There are factors supporting and inhibiting factors are both to be anticipated such a way as to optimize the quality of the implementation of KKN-LED can be realized.

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