

The Effect of Online Lectures and PPL II on Student Readiness to Become Teachers

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ABSTRACT

Field Lectures and Teaching Practice (PPL) is a training ground for FKIP students to determine the various knowledge, attitudes, and skills of teachers so that they can carry out their duties and responsibilities professionally, as well as the framework for forming professional teachers. However, what is happening in the field is that the implementation of PPL online has not been maximized because there are many inhibiting factors such as quotas, networks, inadequate devices from students and the students themselves, and also online learning media platforms which are still underutilized by teachers or students, resulting in difficulties. Carry out learning interactions. The purpose of this research is to explain the effect of implementing lectures and PPL II online on the readiness of students to become teachers. The researcher wants to explain the causal relationship between lectures and PPL II, which affects student readiness to become teachers—data processing using SEM Analysis. The analytical tool used is LISREL. The study results show that lectures and PPL II influence student readiness to become teachers. Furthermore, students agree or are ready for readiness to become teachers after the implementation of PPL II, even though it is online.

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1. INTRODUCTION

The quality of education is always related to a teacher. The teacher is an asset in an educational gate. The success of human resource development in a nation starts from how the education of the nation's generation is developed, which is directly related to the quality of the teachers (Abbas, 2016). Nevertheless, the quality of education to date remains an important issue. A teacher must have the competence that will show the quality of the teacher in teaching (Ahmad, 2020). This competency will manifest in the form of knowledge and professional mastery in its function as a teacher.

PPL II activities are usually carried out face-to-face. However, the conditions of the Covid-19 pandemic that have occurred in Indonesia since the beginning of March 2020 have made it impossible for students to go directly to the field in PPL courses because the spread of Covid-19 in Indonesia has not shown a graph of a decline in cases. Therefore, following the recommendations of the Director General of Higher Education, practical courses should be conducted online wherever possible

(Azzahra, 2020, p. 19). To address this, PPL at FKIP ULM Odd Semester 2021/2022 is being held online with partner schools/institutions that have worked together. Therefore, if students experience signal difficulties in their area, they can look for partner schools/institutions closest to where they live.

This policy was issued to prevent the formation of new clusters for the spread of the Covid-19 pandemic. By holding PPL online, it is hoped that this policy can reduce the chain of transmission of Covid-19. This is supported by Circular Number 15 of 2020 concerning Guidelines for Implementing Learning from Home in the Emergency Period of the Spread of Covid-19 issued by the Ministry of Education and Culture (Kemendikbud). In this Circular, it is stated that the purpose of implementing Learning From Home (BDR) is to ensure the fulfillment of students' rights to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in education units and ensure the fulfillment of psychosocial support for educators, students, and parents (Kemdikbud, 2020).

From the results of a survey conducted by the author on Economics Education students, what happened in the field of implementing PPL online, in fact, still cannot be said to be maximally implemented because many students complain about factors inhibiting online learning activities carried out by students, inhibiting factors for implementing PPL such as quota, network, inadequate devices from students and from students themselves as well as online learning media platforms that are still underused by teachers or students, resulting in difficulties in carrying out learning interactions between students and teachers or students in the learning process. Based on a survey conducted by researchers as PPL II practitioners during a pandemic like this,

Online learning activities carried out by FKIP ULM students during the implementation of PPL II in the 2021/2022 academic year are assisted by applications such as zoom and google meet. Judging from the results of a survey conducted by the author on economic education students, what happened in the field of online PPL implementation is that it is still not maximally implemented because many students complain about factors such as inhibiting online learning activities carried out by students, inhibiting factors for PPL implementation such as quota, network, inadequate devices from students and from students themselves as well as online learning media platforms that are still underused by teachers or students, resulting in difficulties in carrying out learning interactions between students and teachers or students in the learning process. Therefore, researchers are interested in researching the influence of online lectures and PPL II on student readiness to become teachers.

2. METHODS

The research method used by researchers is quantitative research. This type of quantitative research uses survey methods. Zed (2004) explains that survey research takes informants from a population and uses a questionnaire as the principal data collection tool with individual units of analysis. In this study, researchers want to explain the causal relationship between lectures and PPL II, which affects the readiness of students to become teachers. Therefore, the researcher believes the survey method is more suitable for research according to a theme like this—SEM analysis data processing. The analytical tool used is LISREL (Sugiyono, 2013). The population in this study was 1,414 students of the Teaching and Education Faculty of Lambung Mangkurat University class of 2018 or 8th-semester students.

3. FINDINGS AND DISCUSSION

Learning is a form of activity carried out by educators to assist students in learning activities; in school learning, many sources can be used to determine the success of the learning process, namely developing material by connecting it to the student's living environment (Robiah, 2020). For example, learning in class VIII IPS books contains one sub-materials that discuss the redistribution of national income (Raharjo, 2017).

A global pandemic disaster has forced the government to implement social distancing in education, but learning must continue. The most appropriate learning solution is online learning, but online learning still sounds foreign to education in Indonesia. Student lectures are no exception; even field teaching practice (PPL) is conducted online (Kusuma & Hamidah, 2020).

PPL (Field Experience Practice) is a series of activities programmed for LPTK students, including teaching and non-teaching exercises (Dewi, 2021). PPL is one of the compulsory courses for education students at ULM as a continuation of teaching microteaching. This activity is carried out after students have passed microteaching. PPL activities are carried out to provide learning experiences for students, especially in terms of teaching experience, broaden horizons, train and develop competencies needed in their fields, and improve skills, independence, responsibility, and ability to solve problems. This activity has targeted the school community,

In this study, PPL indicators were used: 1) Teaching skills of PPL students, 2) Student knowledge about teacher work related to teaching and learning activities, and 3) Student attitudes about teacher work related to teaching and learning activities.

The population in this study was 1,414 students at the Teaching and Education Faculty of Lambung Mangkurat University class of 2018 or 8th-semester students who had completed the Practical Field Experience II course to facilitate research.

Table 1. Research Population

| No | Program Study | Number of Students |
|----|-------------------------------------------------|--------------------|
| 1 | History Education | 68 |
| 2 | Pancasila And Civic Education | 78 |
| 3 | Economic Education | 86 |
| 4 | Sociology Education | 75 |
| 5 | Geography Education | 61 |
| 6 | Indonesian Language And Literature Education | 106 |
| 7 | English Language Education | 96 |
| 8 | Mathematics Education | 75 |
| 9 | Biology Education | 45 |
| 10 | Chemistry Education | 70 |
| 11 | Physical Education | 48 |
| 12 | Sports Education | 132 |
| 13 | Guidance And Counseling Education | 90 |
| 14 | Teacher Education For Early Childhood Education | 131 |
| 15 | Special Education | 79 |
| 16 | Social Studies Education | 54 |
| 17 | Science Education | 57 |
| 18 | Education Technology | 78 |
| 19 | Computer Education | 62 |
| | Amount | 1,414 |

Source: Compiled Data (2022).

Thus the total population is 1,414 class 2018 students who have taken the Field Experience Practice II course at FKIP ULMBanjarmasin. The sampling technique in this study used the Proportional Random Sampling technique. In addition, this study uses the Slovin formula because, in sampling, the number must be representative so that the research results can be generalized.

The Slovin formula for determining the sample is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = sample size / total number of respondents

N = population size

e = error tolerance 0.05

$$n = \frac{1.414}{1 + 1.414(0.05)^2}$$

$$n = \frac{1.414}{1 + 1.414(0.0025)}$$

$$n = 311,79$$

Rounded up to 327

From the above calculation, a sample of 312 respondents was obtained. After getting the sample, it will then be distributed to the population calculation to get a sample for each study program or spread into strata proportionally to get a representative sample using proportional allocation, with the formula:

$$ni = \frac{Ni}{N} \times n$$

Information :

ni : number of sample groups by the study program

Ni : total population by the study program

n : Number of samples

N : total population

(Riduwan, 2010)

Table 2 Research Samples

| No | Program Study | Number of Students | Calculation | Sample |
|----|----------------------------------------------|--------------------|----------------------------------------|--------|
| 1 | History Education | 68 | $\frac{68}{1.414} \times 312 = 15$ | 15 |
| 2 | Pancasila And Civic Education | 78 | $\frac{78}{1.414} \times 312 = 17.21$ | 17 |
| 3 | Economic Education | 86 | $\frac{86}{1.414} \times 312 = 18.97$ | 19 |
| 4 | Sociology Education | 75 | $\frac{75}{1.414} \times 312 = 16.55$ | 17 |
| 5 | Geography Education | 61 | $\frac{61}{1.414} \times 312 = 13.46$ | 13 |
| 6 | Indonesian Language And Literature Education | 106 | $\frac{106}{1.414} \times 312 = 23.39$ | 23 |
| 7 | English Language Education | 96 | $\frac{96}{1.414} \times 312 = 21.18$ | 21 |
| 8 | Mathematics Education | 75 | $\frac{75}{1.414} \times 312 = 16.55$ | 17 |
| 9 | Biology Education | 45 | $\frac{45}{1.414} \times 312 = 9.93$ | 10 |
| 10 | Chemistry Education | 70 | $\frac{70}{1.414} \times 312 = 15.44$ | 15 |

| | | | | |
|----|-------------------------------------------------|-------|----------------------------------------|-----|
| 11 | Physical Education | 48 | $\frac{48}{1.414} \times 312 = 10.60$ | 11 |
| 12 | Sports Education | 132 | $\frac{132}{1.414} \times 312 = 29.12$ | 29 |
| 13 | Guidance And Counseling Education | 90 | $\frac{90}{1.414} \times 312 = 19.86$ | 20 |
| 16 | Teacher Education For Early Childhood Education | 131 | $\frac{131}{1.414} \times 312 = 28.90$ | 29 |
| 17 | Special Education | 79 | $\frac{79}{1.414} \times 312 = 17.43$ | 17 |
| 18 | Social Studies Education | 54 | $\frac{54}{1.414} \times 312 = 11.91$ | 12 |
| 19 | Science Education | 57 | $\frac{57}{1.414} \times 312 = 12.58$ | 13 |
| 20 | Education Technology | 78 | $\frac{78}{1.414} \times 312 = 17.21$ | 17 |
| 21 | Computer Education | 62 | $\frac{62}{1.414} \times 312 = 13.68$ | 14 |
| | Amount | 1,414 | | 329 |

Source: Processed Data (2022).

Based on the results of the questionnaire that has been analyzed, the effect of online PPL II on readiness to become a teacher is as follows:

Table 3. Questionnaire Results

| No | Question | Scale | | | | | Average | Category |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------|-------|-----|----|-----|-----|---------|----------------|
| | | SS | S | RR | TS | STS | | |
| Practical Field Experience II | | | | | | | | |
| 1 | I carry out learning in class according to the lesson plans that are made | 152 | 156 | 2 | 13 | 6 | 4,32 | Strongly agree |
| 2 | I convey the material according to the student's comprehension | 85 | 132 | 1 | 92 | 19 | 3.52 | Agree |
| 3 | While carrying out PPL in every lesson, I give equal opportunity to every student in the class to ask questions | 199 | 105 | 1 | 15 | 9 | 4,43 | Strongly agree |
| 4 | While carrying out PPL online in each lesson, I give praise when students answer a question correctly and correctly. | 65 | 169 | 2 | 72 | 21 | 3.56 | Agree |
| 5 | During the online PPL, I developed learning media with my innovations in certain materials | 65 | 169 | 2 | 72 | 21 | 3,15 | Doubtful |
| 6 | I only use the lecture method in delivering learning material | 44 | 136 | 1 | 120 | 28 | 4,24 | Strongly agree |
| 7 | I created a method that no one else has ever implemented | 142 | 161 | 1 | 14 | 11 | 3.48 | Agree |
| 8 | I give oral or written questions to students before the lesson ends | 44 | 184 | 1 | 85 | 15 | 3.79 | Agree |
| 9 | I give quizzes for added value | 72 | 188 | 2 | 61 | 6 | 3.69 | Agree |

| | | | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------|----|-----|---|-----|-----|------|----------|
| 10 | I do not give exercises to students | 13 | 65 | 2 | 181 | 68 | 2.57 | Disagree |
| 11 | I give homework to students | 53 | 171 | 1 | 74 | 30 | 3.53 | Agree |
| 12 | I participate in carrying out daily pickets online by monitoring student attendance through each class group | 54 | 175 | 1 | 89 | 10 | 3.57 | Agree |
| 13 | I took part in the celebration of the big day, which was carried out online | 71 | 156 | 3 | 87 | 12 | 3.37 | Doubtful |
| 14 | I did not attend the flag ceremony | 40 | 176 | 3 | 87 | 23 | 3,47 | Agree |
| 15 | I take part in extracurriculars that are carried out online | 69 | 140 | 1 | 113 | 6 | 3.55 | Agree |
| 16 | I do not help organize the schoolroom | 15 | 21 | 2 | 171 | 120 | 1.91 | Disagree |

Readiness to Become a teacher

| | | | | | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------|-----|-----|---|-----|-----|------|-------------------|
| 1 | During the PPL, before teaching, I prepared learning tools according to the instructions for preparing the tools existing learning. | 267 | 60 | 2 | 0 | 0 | 4.81 | Strongly agree |
| 2 | During my PPL I allowed students to have the courage to express their difficulties in studying economics can help them. | 112 | 216 | 1 | 0 | 0 | 4,34 | Strongly agree |
| 3 | At the time of PPL I held an evaluation of the new material presented. | 109 | 219 | 1 | 0 | 0 | 4,33 | Strongly agree |
| 4 | At the time of PPL I tried to get to know the characteristics of participant students to manage teaching and learning activities well. | 0 | 0 | 0 | 0 | 329 | 5 | Strongly agree |
| 5 | During the PPL I did not care about the differences in the characteristics of each student | 0 | 0 | 2 | 165 | 162 | 1.51 | Strongly disagree |
| 6 | As a prospective teacher, I acted accordingly with the applicable law. | 212 | 115 | 1 | 1 | 0 | 4.64 | Strongly agree |
| 7 | During the PPL my behavior and attitude made me a role model for students and schools. | 281 | 48 | 0 | 0 | 0 | 4,15 | Strongly agree |
| 8 | During PPL, my behavior and attitude positive effect on students. | 45 | 281 | 0 | 0 | 0 | 4,12 | Strongly agree |
| 9 | As a prospective teacher, I am authoritative respected by students. | 281 | 48 | 0 | 0 | 0 | 4,15 | Strongly agree |
| 10 | During the PPL I did not care about my attitude and behavior in front of students and acted like my peers | 0 | 0 | 0 | 23 | 306 | 1.07 | Strongly disagree |
| 11 | At the time of PPL I was less able to get along and communicate | 0 | 2 | 0 | 0 | 327 | 4.98 | Strongly disagree |

| | | | | | | | | |
|----|-----------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|------|-------------------|
| | effectively with fellow educators. | | | | | | | |
| 12 | During the PPL I was able to socialize and communicate with parents/guardians students and the surrounding community. | 170 | 155 | 3 | 1 | 1 | 4.50 | Strongly agree |
| 13 | At the time of PPL I tried to adjust to my work environment. | 157 | 164 | 4 | 4 | 0 | 4,44 | Strongly agree |
| 14 | During PPL I was able to socialize and communicate with students. | 137 | 183 | 2 | 7 | 0 | 4.37 | Strongly agree |
| 15 | During online PPL I mingle with teachers or students | 210 | 112 | 5 | 2 | 0 | 4.61 | Strongly agree |
| 16 | At the time of PPL I tried to master subject matter before I taught. | 141 | 181 | 2 | 55 | 0 | 4.39 | Strongly agree |
| 17 | At the moment, PPL I hooked eye lessons with other subjects still in the same field. | 108 | 215 | 2 | 4 | 0 | 4.30 | Strongly agree |
| 18 | I was ready to be a teacher even since I was small | 0 | 0 | 325 | 5 | 0 | 3.99 | Agree |
| 19 | I went to FKIP not because I wanted to be a teacher but just wanted to study | 0 | 0 | 4 | 184 | 141 | 1.58 | Strongly disagree |
| 20 | I am not ready to be a teacher | 0 | 0 | 0 | 0 | 329 | 1 | Strongly disagree |

Source: Processed Data (2022).

After the data was collected, the researcher scored the student's answers as follows:

Table 4. Likert scale score

| No | Information | Score |
|----|-------------------|-------|
| 1 | Strongly agree | 5 |
| 2 | Agree | 4 |
| 3 | Doubtful | 3 |
| 4 | Disagree | 2 |
| 5 | Strongly disagree | 1 |

Source: Compiled Data (2022).

After scoring the answers, the researcher calculates the Mean value of the answers to each question, calculates the scale range, and categorizes the answers:

$$RS = (mm)/b$$

$$RS = (5-1)/5$$

$$RS = 0.8$$

Information :

RS = Scale Range

m = The highest number in the measurement

n = The lowest number in the measurement

b = The number of categories formed

Table 5 Mean Range

| Mean Range | Information |
|------------|-------------------|
| ≤ 1.8 | Strongly disagree |

| | |
|-----------|----------------|
| 1.8 – 2.6 | Disagree |
| 2,6-3,4 | Doubtful |
| 3.4-4.2 | Agree |
| 4.2-5 | Strongly agree |

Source: Processed Data (2022).

After converting the data, the researchers found that the average student score reached 3.67, which means that students agree or are ready for readiness to become teachers after the implementation of PPL II, even though it is online.

Djaali (2008) defines readiness as sufficient ability, both physical and mental. Physical readiness means sufficient energy and good health, while mental readiness means having sufficient interest and motivation to carry out activities (Hikmah et al., 2022). Based on the results of an analysis of the effect of online lectures and PPL on student readiness to become teachers, it was found that there was an influence between the two; that is, students were ready to become teachers even though lectures and PPL II were conducted online (Budiarti et al., 2015).

4. CONCLUSION

Based on the results of the data that has been analyzed, the following research findings are obtained: 1) Online lectures influence student readiness to become teachers; 2) PPL II online influences student readiness to become teachers; and 3) Online learning and PPL II influence student readiness to become teachers. Furthermore, the study results show that the influence of the implementation of online lectures and PPL on student readiness to become teachers found an influence between the two; namely, students are ready to become teachers even though lectures and PPL II are conducted online.

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