



## IMPLEMENTATION OF STUDENT TEACHING ABILITY IN FIELD WORK PRACTICE AT IAIN SAMARINDA

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### **Abstract**

The purpose of the study is to determine teaching abilities so that students are expected to have a lot of knowledge before becoming educators in the future. This type of research is qualitative research. The subject of this research is the ability of the Islamic Religious Education Field Work Practice Students, Faculty of Tarbiyah and Teacher Training (FTIK) in 2017. Sampling was carried out using a purposive sample technique. Data collection techniques used are interviews, observation and documentation. The results of this study concluded that the ability of students to plan learning well by making Learning Implementation Plans (RPP) in accordance with process standards, was able to carry out learning by opening lessons well including implementing and applying questioning skills, strengthening skills and skills in managing class during the lesson and was able to close the lesson by compiling a summary of the material together, summarizing and following up with students. This research is expected to enable all students to apply skills including questioning skills, strengthening skills and classroom management skills in core activities during learning, implementing and implementing learning and enriching knowledge of various teaching methods.

**Keyword:** *Field Work Practice, Teaching Ability, Teaching Profession.*

### **A. Introductions**

Faculty of Tarbiyah and Teacher Science (FTIK) Institut Agama Islam Negeri (IAIN) Samarinda has a program that can aim to improve students' abilities so that students are expected to have a lot of knowledge before becoming

educators in the future. One of the programs from the Faculty of Tarbiyah and Teacher Science IAIN Samarinda is Field Work Practice (PKL). Field Work Practice Program (PKL) is expected for students to be able to teach well. Teaching is an art of transferring knowledge, skills and values that are directed by the value of educational values, the needs of individual learners, environmental conditions and beliefs possessed by educators. Then learning must be prepared carefully so that it can produce meaningful and internalized knowledge to students well.

The success of teaching for Field Work Practice Students (PKL) is not only determined by matters related to the implementation of learning activities, such as the formulation of appropriate learning goals, the selection of learning materials and appropriate media. However, teachers are required to be able to convey the material well. Researchers prefer the Field Work Practice (PKL) program over other programs because this program is one of the programs that give a complete picture for students about the place that will later become their goal after graduation, namely schools / madrasahs.

The Field Work Practice Program (PKL) activity from the Faculty of Tarbiyah and Teacher Science (FTIK) of the State Islamic Institute (IAIN) Samarinda was held in semester VII (Seven) on August 1st - December 12, 2017 and was attended by all students of the Faculty of Tarbiyah and Iain Samarinda Teacher Science. The implementation of this PKL program is not only followed by Indonesian students, but also followed by IAIN Samarinda students from Thailand. Although the language and logar are different, it is enough to make the learning atmosphere crowded with gonan. However, with the ability of students who can manage the class well, learning that was originally less conducive, becomes very fun.<sup>1</sup>

The implementation of this Field Work Practice (PKL) program did not escape some obstacles. When students are parachuted directly to face the students in the actual school. The situation is certainly very much different from Micro Teaching In the practice of micro teaching students face fellow students so that they are less lively in carrying out their learning practices. Therefore, when facing students in schools / madrasah students find difficulties.

One of the other obstacles is that there are still students who are considered unable to carry out learning properly. This is because the student lacks preparation before teaching about the material to be taught, so that when carrying out learning he cannot answer the questions of students properly. In accordance with the narration of Ahmad Goral's father, as a PAI teacher at SMAN 7 Samarinda said that teaching ability is relative as well, because there are students who can already teach, some are confused, some have not been able to explain well. Maybe he lacks preparation so that he is less than optimal when teaching in class One of the other obstacles is that there are still students who are considered unable to carry out learning properly. This is because the student lacks preparation

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<sup>1</sup> Na Wackaji (Mahasiswi PKL di Malaysia), Wawancara, Samarinda 28 Januari 2018.

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When the Field Work Practice (PKL) period students are introduced to the real conditions of the world of education. With the Field Work Practice Program (PKL), it is expected that the teaching ability of students will be better. But it turns out that the conditions in the field are different based on the results of observations and interviews that have been carried out on students and guidance teachers and learners. Students of Field Work Practice (PKL) are faced with different situations.

## **B. Method**

This research uses a qualitative descriptive approach. The use of this approach aims to describe the behavior of people, field events, and specific activities in detail and in-depth. According to Bogdan and Guba, qualitative or naturalistic research inquiry is a research procedure that produces descriptive or written, or oral words from people and behaviors that can be observed.

## **C. Result and Discussion**

Field work practices (PKL) are carried out by each student which includes, both teaching exercises and educational tasks outside teaching in a guided and integrated manner to meet the requirements of the formation of the education profession. Field Work Practice (PKL) courses have targets to the school community, both in activities related to learning and activities that support learning. The Field Work Practice Program (PKL) is expected to provide a learning experience for students, especially in the field of teaching experience, expand teaching horizons, train and develop the competition needed by students in their fields, improve skills, independence, responsibility, and ability to solve problems.<sup>2</sup>

Field Work Practice (PKL) is one of the intra-curricular activities carried out by students that includes teaching exercises and educational tasks that are outside teaching in a guided and integrated manner to meet the requirements for the formation of the education profession. Field Work Practice (PKL) is a series of activities programmed for students of Fakultas Tarbiyah and IAIN Samarinda Teacher Science, which includes both mangajar exercises and exercises outside teaching. Field Work Practice is one of the compulsory courses for education students in Fakultas Tarbiyah and IAIN Samarinda Teacher Science, as a continuation of teaching (micro teaching).

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<sup>2</sup> "Buku Panduan Praktek Kerja Lapangan Tahun 2017, (Samarinda Fakultas Tarbiyah dan Ilmu Keguruan IAIN Samarinda, 2017). hlm. 14.

This activity is carried out after students have graduated from micro teaching (micro teaching). FieldWork Practices (PKL) are aimed at schools that have been appointed by the Faculty as a place for teaching practices. This activity is an event to form and build professional competencies required by the work of teachers or education personnel. In addition, it is shown to train students to apply the theory of the teaching and learning process on a small scale, artificial as a simulation of the actual teaching process.<sup>3</sup>

This Field Work Practice (PKL) activity is carried out to be able to provide a learning experience for Islamic Education students, especially in terms of teaching experience, expanding horizons, training and developing the necessary competencies in their fields in the future, improving skills, independence, responsibility, and ability to solve problems. This activity has the target of the school community, both in activities related to learning and activities that support the course of learning.<sup>4</sup>

Field Work Practice (PKL) above can be concluded that a series of activities are programmatic for students of the Faculty of Tarbiyah and Teacher Science, which includes both teaching exercises and exercises outside teaching. Field Work Practice (PKL) is an exercise activity to teach prospective teacher students. The implementation of this Field Work Practice (PKL), students can carry out teaching practices as widely as possible both on campus and in school, so that students will be more flexible and skilled in delivering lessons to students. So it is expected that students or prospective teachers will be better prepared when they will become a teacher later, because they already have adequate skills / knowledge there are changes in attitudes and behaviors that reflect as a professional teacher.

Students are also expected to know, learn, and live the problems of schools or institutions both related to the learning process and managerial activities Experience that have been obtained during Field Work Practice (PKL) namely the preparation of learning preparation devices, guided and independent teaching practices, compiling and developing media / evaluation tools, applying learning innovations, studying teacher administration, and other activities that can support teaching competence.

1. Ability of Students to Practice Islamic Religious Education Field Work in Planning Learning.
  - a. Syllabus Making

According to Salim, the syllabus is an outline, summary, overview, or subject matter or learning material. According to Yulaelawati, the syllabus is a set of plans and arrangements for the implementation of learning and

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<sup>3</sup> Susmanto, dkk, *Buku Panduan PPL-PKL Integratif Tahun Akademik Tahun 2014* (Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga 2014). hlm. 23.

<sup>4</sup> *Buku Panduan Praktek Kerja Lapangan...* hlm. 15.

assessment that are systematically arranged containing interrelated components to achieve mastery of basic competencies.<sup>5</sup>

As stated in the previous description, the syllabus is a learning plan on a particular subject and/or group of subjects/themes that includes competency standards, basic competencies, subject/learning materials, indicators, assessments, time allocation and resources/materials/learning tools. Syllabus is an elaboration of basic competency and competency standards into the subject matter/learning, learning activities and indicators of achievement of assessment competencies.

One of the significant differences between the 2006 Curriculum (KTSP) and the 2013 Curriculum is related to learning planning. In the 2006 Curriculum, syllabus development activities are the authority of the education unit, but in the 2013 curriculum the syllabus development activities are transferred to the authority of the government, except for certain subjects specifically developed in the education unit concerned.

Although it is no longer bothered to make its own syllabus (taken over by the teacher's authority), a teacher is still required to be able to understand all the messages and meanings contained in the syllabus, especially for the benefit of learning oprasionization. Therefore, so that the study (study) of the syllabus seems to be important, both done independently and in groups (especially through syllabus surgical activities in the MGMP forum), so it is hoped that teachers can get a sharper, more complete and comprehensive perspective in understanding the entire contents of the syllabus that has been prepared.

Implementation of learning by Islamic Religious Education Students who teach at institutions / schools located in the Samarinda area and surrounding areas in the results of research that researchers conducted that they did not make their own syllabus as quoted from an interview with Febri Setiawan Islamic Religious Education Students.

I did not make my own syllabus for the 2018/2019 school year at MIN 2 Samarinda since before the start of the 2018/2019 academic year learning. So I use the syllabus from the pamong teacher but in making RPP assisted also by the teacher of the subject concerned so as not to deviate too far from the discussion to be presented. In the process of making RPP adjusted from the current curriculum, namely the 2013 curriculum (K13).<sup>6</sup>

The same thing was also conveyed by Lasmidiawati as a student who teaches at SDN 004 Samarinda Sebrang: "I am still a student of the Islamic Religious Education Field Work Practice, Faculty of Tarbiyah and Teacher Science (FTIK) of the State Islamic Institute (IAIN) Samarinda and teaching at SDN 004 Samarinda Sebrang. In the process of making the syllabus I was not

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<sup>5</sup> Yulaclawati, Ella. 2004. Kurikulum dan Pembelajaran Filosofi, Teori dan Aplikasi (Bandung: Pakar Raya, 2014), hlm. 123.

<sup>6</sup> Febri Setiawan, Mahasiswa Pendidikan Agama Islam mengajar di MIN Samarinda, Wawancara, Samarinda, 21 Agustus 2018.

told to make a syllabus by the school for reference materials in the coming semester. The same thing was also conveyed by Lasmidiawati as a student who teaches at SDN 004 Samarinda Sebrang: "I am still a student of the Islamic Religious Education Field Work Practice, Faculty of Tarbiyah and Teacher Science (FTIK) of the State Islamic Institute (IAIN) Samarinda and teaching at SDN 004 Samarinda Sebrang. In the process of making the syllabus I was not told to make a syllabus by the school for reference materials in the coming semester.

Based on the results of the interview, students who carry out the Field Work Practice Program (PKL) do not make a syllabus because the syllabus can be obtained from their respective among teachers.

#### b. RPP Making

A good teacher will try wherever possible for his teaching to succeed. Among them one to bring success is that teachers always make learning planning plans (RPP). A learning implementation plan is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the content standards and spelled out in the syllabus. The purpose of learning implementation is to facilitate, facilitate and improve the results of the teaching and learning process and by drawing up a personal, and effective learning plan, teachers will be able to see, observe, analyze and predict learning programs as a logical and planned framework.<sup>7</sup>

After the teacher makes a learning planning plan (RPP) then the teacher then thinks about so that learning in the classroom runs effectively (active learning strategy). Because by using active learning, students will be able to be active in the teaching and learning process. As a professional teacher should know the characteristics of each student so that the teacher will understand and know what methods will be used in the teaching and learning process according to the lesson mater.

The teaching and learning process, one of the factors that strongly support the success of teachers in carrying out learning is the ability of ru in mastering and applying learning methods. Teachers are required to master a variety of learning methods that are in accordance with the characteristics of the material and students. This is very relevant to a teacher's task in recognizing the individual differences of his students. In choosing a method, the level of activeness of students must always be created and continue to run using various methods.

### D. Kesimpulan

The purpose of PKL is to provide experience to students in the field of learning and managerial in schools or institutions in order to train and develop teacher or education competencies, provide opportunities for students to know,

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<sup>7</sup> Kunandar, S.Pd. MSi, Guru Profesional (Implementasi Kurikulum Tingkat Pendidikan KTSP dan Sukses Dalam Sertifikasi Guru, Uskarta Rajawali Press, hlm. 262.

learn, live the problems of schools or institutions related to the learning process, improve students' ability to apply science and skills that have been mastered interdisciplinarily into learning in the field. school. The ability to teach PAI students in carrying out good category learning, but the most essential aspect in the initial activity is to convey the learning goals are quite well carried out.

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