

Training Program in Siwungkuk 01 Elementary School to Improve Skills Teaching

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Abstract

In carrying out his professional duties, a teacher is obliged as follows. First, planning to learn, carrying out quality learning processes, and assessing and evaluating learning outcomes. Second, improving and developing academic qualifications and competencies on an ongoing basis in line with science, technology, and the arts. Third, act objectively and non-discriminatory based on consideration of particular gender, religion, ethnicity, race, physical condition, family background, and socioeconomic status of learners in learning. Fourth, they uphold the laws, laws, codes of conduct of teachers, and religious and ethical values. One way to obtain and develop the four competencies for prospective teachers is the Field Experience Program (PPL). In general, the purpose of PPL is to condition (familiarize) students as candidates with all school life in real life. In particular, PPL aims to allow students to know, educate, train, and understand directly and carefully about the following. Know the physical environment, administration and school environment, and its discipline carefully. Owning and mastering essential learning. Able to carry out teaching skills on learning activities to be taught. Have a professional standard of teacher complementary. It shaped students' personalities as qualified educators and professionals, mastering and applying the principles of teaching science. The way for Guiding students towards the formation of a person is who has the value of knowledge and skills needed in the shape of proposed as an educational force.

Keywords: PPL, internship, student, educate, teacher

1. Introduction

The national education system is an integrated, interconnected educational component to achieve national educational goals (article 1 point 3 of Law No. 20 of 2003 on the national education system). Namely, education is a conscious and planned effort to realize the atmosphere of learning and the learning process (Amini, 2015). So that learners actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble morals, and skills for themselves, society, Nation, and Country (Finn et al., 2018). Furthermore, education aims to improve the quality of human resources, namely through learning in schools. In this case, the teacher is a component of human resources that plays a crucial role, and its role must building and developed continuously.

Field Experience Practice Program (PPL) is a Faculty of Teacher Training and Education program that every student or prospective teacher must implement in college. This field experience program is often referring to as "Propelling," and this activity is familiar to students (Jone et al., 2017). Therefore, PPL is defining as a program that is a training event to apply various knowledge and skills and mental attitudes to become a professional and reliable teacher in the future. Therefore, especially for PGSD undergraduate students, this activity is beneficial (Jone et al., 2017). Because with this PPL activity, students will get initial supplies in the form of experience or knowledge directly. So with this provision, it is expected that students, especially Muhadi Setiabudi University (UMUS), have physical and mental readiness to become professional teachers to advance education in Indonesia.

In carrying out his professional duties, a teacher is obliged as follows. First, planning to learn, carrying out quality learning processes, and assessing and evaluating learning outcomes (Palavan et al., 2016). Second, improving and developing academic qualifications and competencies on an ongoing basis in line with science, technology, and the arts. Third, act objectively and non-discriminatory based on consideration of particular gender, religion, ethnicity, race, physical condition, family background, and socioeconomic status of learners in learning (Largo-Wight et al., 2018). Fourth, they uphold the laws, laws, codes of conduct of teachers, and religious and ethical values. One way to obtain and develop the four competencies for prospective teachers is the Field Experience Program (PPL).

In general, the purpose of PPL is to condition (familiarize) students as candidates with all school life in real life (Uge et al., 2019). In particular, PPL aims to allow students to know, educate, train, and understand directly and carefully about the following. Know the physical environment, administration and school environment, and its discipline carefully (Hwang et al., 2019). Owning and mastering essential learning. Able to carry out teaching skills on learning activities to be taught. Have a professional standard of teacher complementary. It shaped students' personalities as qualified educators and professionals, mastering and applying the principles of teaching science (Finn et al., 2018). The way for Guiding students towards the formation of a person is who has the value of knowledge and skills needed in the shape of proposed as an educational force.

2. Method

Extracurricular and non-extracurricular programs developed in schools. Socio-cultural life at school. Characteristics of students, teachers, and employees in schools and school conditions (Haji et al., 2019). The benefits obtained from in-field experience practice (PPL) activities include. For students, this Field Experience Practice (PPL) activity can help teach skills, apply knowledge obtained from lectures, and know the reality of existing schools (Cho et al., 2019). For the destination school, this Field Experience Practice (PPL) activity provides new information that can be combining with students' abilities so that learning objectives can achieving correctly. Finally, for the campus, this Field Experience Practice (PPL) activity can create students who are professional and competent teachers in their fields (Arfianti et al., 2019).

The implementation time of Field Experience Practice (PPL) of Muhadi Setiabudi Brebes University (UMUS) is in table 1.1 as follows.

Table 1. The Time Schedule of PPL

	Time	Agenda	Speakers
1.	March 14 2018	PPL Supply	<ul style="list-style-type: none"> • Dean of FKIP • Vice Dean of FKIP • Head of PGSD • DPL
2.	March 15, 2018	PPL Release	<ul style="list-style-type: none"> • Dean of FKIP • Vice Dean of FKIP • Head of PGSD
3.	March 19, 2018	Handover PPL students to Siwungkuk State Elementary School 01	<ul style="list-style-type: none"> • Headmaster • Teacher • DPL
4.	20 to March 24, 2018	Observation	<ul style="list-style-type: none"> • Headmaster • Teacher and staff
5.	March 26 to April 07, 2018	Guided Teaching Executor	<ul style="list-style-type: none"> • Teacher • Student from university
6.	09 to April 14, 2018	Implementation of Self-Teaching	<ul style="list-style-type: none"> • Teacher • Student from university

7.	18 and 19 April 2018	Implementation of Teaching Practice Exam	<ul style="list-style-type: none"> • DPL • Teacher • Student from university
8.	April 27, 2018	PPL Student Withdrawal	<ul style="list-style-type: none"> • Headmaster • Teacher and staff • Student from university • Student

3. Result and Discussion

3.1. Result

Siwungkuk 01 elementary school is located on Siwungkuk Highway, Wanasari District, Brebes Regency. The number of students is 138 people—the boundary of Siwungkuk state elementary school area 01. SD Negeri Siwungkuk 01 has a location on Siwungkuk Highway, Wanasari Subdistrict, Brebes Regency with the following limitations: Eastside borders with People's House. The west has to border by Jalan Raya and Siwungkuk Village Village Office. The north borders the People's House. The south borders the People's House. The state of Siwungkuk State Elementary School Building 01. The details of the building of SD Negeri Siwungkuk 01 are: Land Area 1,623 m². Total study space five classrooms. Existing building: Teacher's room, one room. Principal's room one room. Classroom 5 room. Tu room one room. MCK Room 1 for teachers and 1 for students.

School environment situation. Siwungkuk State Elementary School Building 01 is in good condition. The schoolyard is spacious and relaxed, with several kinds of flower plants laid out on the pots. The entire schoolyard is vapping blocks, and the school fence has to make bricks with an eco gate made of iron. Other facilities such as water for school needs are pretty adequate. Food and beverages sold in the school cafeteria are very affordable in the pockets of students.

School Plan.

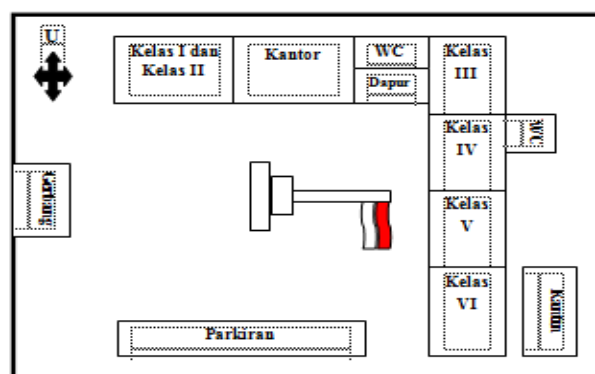


Figure 2.1 School Plan

Profile of SD Negeri Siwungkuk 01. The school identity obtained through observation and interview, namely:

Table 2. School Profile

Identity	Information
School Name	SD Negeri Siwungkuk 01
NPSN	20326614
Year of Establishment	1969
Principal Name	H. Darsiun, S.Pd.
School Status	Government Elementary School under Diknas
School Address	Siwungkuk Street
District	Wanasari
Regency	Brebes
Province	Central Java
Postal Code	52251
Study Time	Monday to Saturday (07.00 - 12.00 WIB)
Curriculum used	Curriculum 2013

Vision and Mission of SD Negeri Siwungkuk 01. School Vision "The development of an educated generation, scientific insight, independence, noble and critical morals based on faith and taqwa in 2020". The mission of the School prints a generation that believes and believes in God Almighty, Improves noble attitudes, ethics, and transparency, Improves the age with scientific insight. Encourages self-potential in practicing the knowledge at hand, Develops culture and distribution of talents and interests, and Improves social nature and attitudes and concern for nature and human beings.

Siwungkuk State Elementary School Teacher Data 01. The data of teachers at SD Negeri Siwungkuk 01 is in table 2.1 as follows.

Table 2.1 Siwungkuk State Elementary School Teacher Data 01

	Name	Position	Address
1	H. Darsiun, S.Pd.	Principal	Sigentong
2	Khodijah, S.Pd.I.	Teacher of Islamic Religion	Dukuhwringin
3	War'atun, S.Pd.	Teacher of Class I	Dukuhwringin

4	Kurokhati, S.Pd.	Teacher of Class VI	Tegalgandu
5	Sandi Tegar, S.Pd	Teacher of Class IV	Tanjung
6	Dewi Mulyati, S.Pd.	Teacher of Class III	Siwungkuk
7	Sam'ani, S.Pd.	Teacher of physically	Siwungkuk
8	Siti Ningsih, S.Pd.	Teacher of Class V	Jagalempeni
9	Lutfiyatun Chasanah	Teacher of Class II	Jubang
10	Tuti Priyatin	Staff	Tegalgandu

Data of students of SD Negeri Siwungkuk 01. The data of students at SD Negeri Siwungkuk 01 is in table 2.2 as follows.

Table 2.2 Data of Students of SD Negeri Siwungkuk 01

Class		New Student			Repeating/ Moving			sum Student		
		M	F	Sum	M	F	Sum	M	F	Sum
1.	I	5	10	15				5	10	15
2.	II	12	9	21				12	9	21
3.	III	17	11	28				17	11	28
4.	IV	9	9	18				9	9	18
5.	V	11	17	28				11	17	28
6	VI	16	12	28				16	12	28
Sum		70	68	138				70	68	138

Facilities and Infrastructure of SD Negeri Siwungkuk 01. The office space at SD Negeri Siwungkuk 01 consists of two rooms: the principal's room, the teacher's room, and the living room. The principal's room is equipped with adequate facilities such as guest chairs, work desks, and school file cabinets and displayed the trophies that have been won by SD Negeri Siwungkuk 01 on the storefront. The teacher's room is located between classrooms and to the west of the standard kitchen room. The teacher's room equips with tables and chairs, fans, televisions, cabinets, and all school administration files and props for learning. Teachers conduct educational activities in this room that cannot be done in the classroom, such as evaluating the results of student replays, discussing with fellow teachers, and preparing before teaching.

There are five classrooms with permanent condition and building. There is one whiteboard, chairs and tables of teachers, chairs, and tables of students, pictures of the president and vice president, wall clocks, book cabinets, and other images in each classroom. It helps students understand the materials of a particular field of study, accommodating a maximum of 35 students. The Common Kitchen has kitchenware for loading water, coffee, and snacks. Toilets have two toilets with details, one bathroom for teachers and one toilet for students. Other facilities besides the facilities are educational support facilities at SD Negeri Siwungkuk 01, such as the ceremonial field located right in the middle of the school area and at the same time used as a sports field.

The following infrastructures are available at SD Negeri Siwungkuk 01, consisting of curriculum books 2013 for Grade I to VI, learning aids comprised of maps, Globe and sports equipment, and extracurricular equipment, including marching bands and tambourines. Extracurricular Elementary School Siwungkuk 01. Some extracurricular activities held at SD Negeri Siwungkuk 01 are in table 2.3 as follows.

Table 2.3 Extracurricular Data of SD Negeri Siwungkuk 01

	Day	Time	Activity	Student	Coach
1.	Thursday	13.00 s.d 14.30	Seni Tari	10	Siti Ningsih, S.Pd
2.	Friday	14.00 s.d 16.00	Pramuka	30	Lutfiyatun Chasanah
3.	Saturday	14.00 s.d 16.00	Drum Band	30	Kurokhati, S.Pd.

Students and teachers relationship between teachers entwined in SD Negeri Siwungkuk 01 harmonious and family very familiar. They respect each other as educators and as a large family of SD Negeri Siwungkuk 01. Teacher-Student Relationship The relationship between teachers and students is harmonious, mutual understanding, and mutual help. Student-Student Relationship Basically, all learners are close friends. Although there are some students of different religions, there is no difference between them. Although sometimes they like to quarrel with elementary school-age children, they

quickly forgive and return to play together. Teacher-Employee Relations Teacher relations with employees respect each other and behave manners. Overall social links Overall social relations go well because continuous communication and the school environment apply habituation 5 S (Smile, Greetings, Sapa, Sopan, and Santun).

The Organizational Structure at SD Negeri Siwungkuk 01 is found in figure 2.2 as follows.

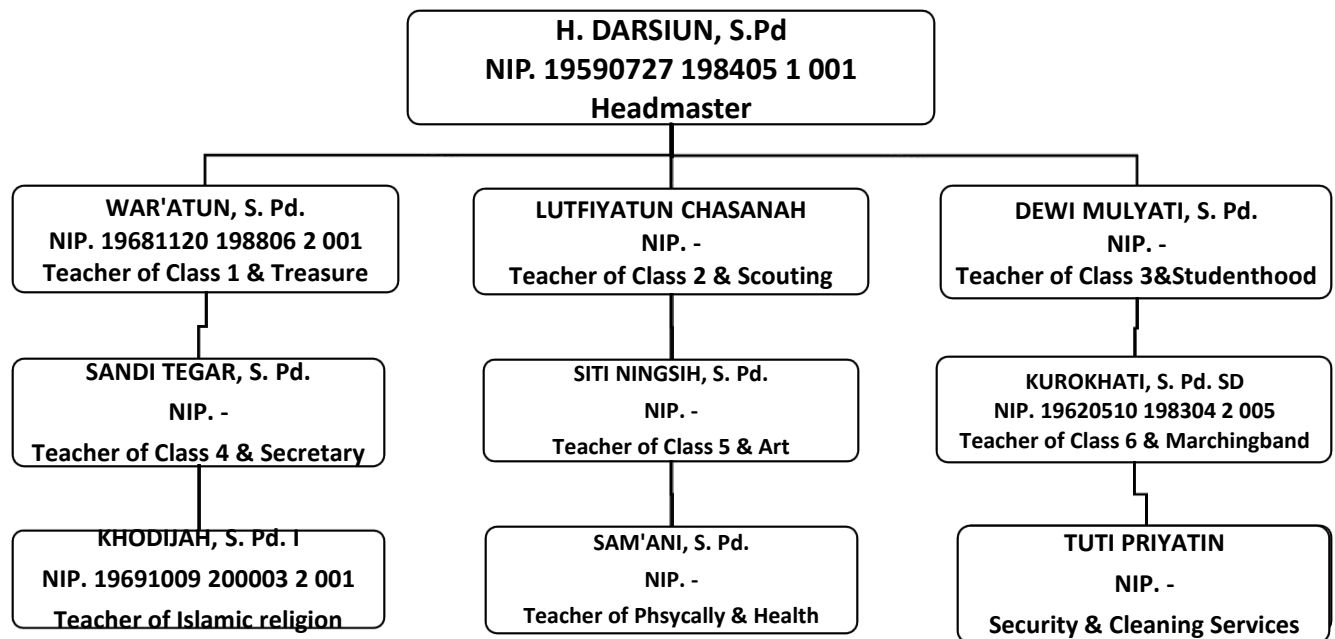


Figure 2.2 Organizational Structure of SD Negeri Siwungkuk 01

3.2. Discussions

Observation/ Introduction. In the first week, students introduced the teacher council and staff employees and introduced the state of the school environment.

Guided Learning Practice In week two, students practice observing teachers teaching. Done by the teacher before entering the class, will line up the students first in front of the class. Then the students enter by shaking hands with the class teacher in order. Then the teacher checks the cleanliness and neatness of the students. The teacher opens the lesson by saying greetings and praying together. Then continue with the perception or explore the understanding of learners and remind the previous material. This preliminary stage lasts approximately 10 minutes. After the first stage is complete to proceed to the core activities, the teacher presents the material with relevant aspects. In delivering the material, teachers use the appropriate learning methods and models in

the Learning Implementation Plan. The core activity lasts for approximately 130 minutes. After that, continued with the last activity or closing stage. In the final activity, the teacher guides the learners to make conclusions and then assesses the learners' learning outcomes. This last activity lasts for 10 minutes.

Students will be accompanying teachers to evaluate students' guided teaching practice activities in implementing guided teaching practices. This activity lasted for approximately two weeks—self-Learning Practices. Before implementing independent teaching practices, students must prepare materials or lesson materials for learning activities such as the Learning Implementation Plan (RPP), syllabus, learning media, etc. Then students practice teaching in the classroom independently without being accompanied by a teacher. But sometimes, among teachers occasionally come in to reevaluate the teaching activities that have been finishing. This activity lasted for approximately two weeks.

Evaluation of PPL Activities. Evaluation is to assess and follow up the overall results of implementing the process of activities carried out by PPL students. Within the specified period, namely on March 19 to April 26, 2018. Activities in the early weeks are school observations, where students talk with the principal and teachers about the school's history, the structure of education personnel, school committees, foundation structures, etc. Students get in the school, not only science but discipline, religious approach, looking after each other, mutual respect and a strong sense of kinship and togetherness. After the observation is over, the following schedule is to carry out guided teaching activities for two weeks with a class schedule that has been determined together by the school. Students from universities are placing to carry out teaching practices divided into two levels: high class (grade 4 and 5) and low (grade 2 and 3).

When the implementation of guided teaching activities has ended, students conduct self-taught practice activities for two weeks in the next week. The teaching and learning activities undertaken by PPL students have been to detaching from teachers' supervision as a whole. In the last week, PPL students conducted a Field Experience Practice Exam, which initially determined the 23rd to 25th. Still, there was a change to April 18 and 19, 2018, due to a clash between the activities in elementary school and the main activities on campus, namely UTS (Midterm Exam). So it prioritizes the implementation of the Field Experience Practice Exam first. However, the PPL student

withdrawal performance can still be holding on April 27, 2018, according to the schedule determined from the campus.

During the implementation of teaching practices, both guided and independent, students involve in school activities. It can replace the role of class teachers who cannot attend/become picket teachers, participate in the implementation of activities at the school missal ceremony every Monday, national big day commemoration ceremony, Kartini commemoration, etc. As well as participating in accompanying the activities of students outside are the teaching and learning activities in the classroom. The school is accompanying the students following the competitions. Many interesting and valuable things that students get in school are indeed beneficial for the future. Without compromising our respect as students, PPL UMUS expresses sincere and ultimate thanks for all forms of guidance, support, and acceptance of us as a new family in school, until the banquet from the school is given to us very well.

4. Conclusion

After the implementation of Field Experience Practice (PPL) can concluding as follows, field Experience Practice Program (PPL) is an educational program at Muhadi Setiabudi Brebes University, especially in the Faculty of Teacher Training and Education FKIP students must implements. In this PPL activity, students acquire skills to present lesson materials with the proper techniques and methods, correct and effectively manage classes (class management). They were gaining knowledge related to educational activities in elementary school to complement the science obtained in college. Have a solid mentality to dare to teach in the classroom and socialize with students, teachers, administrative staff, and principals. Have the personality, attitude, and behavior of a teacher. They apply the theories of teacher training and educational sciences students obtained while in lectures on real situations at SD Negeri Siwungkuk 01.

This PPL program received good responses from teachers and students judging by the excellent cooperation between teachers and students during PPL activities and got more participation by students of SD Negeri Siwungkuk 01 when students were learning in class. SD Negeri Siwungkuk 01 is a good place and is considered very good in receiving Field Experience Practice activities. Against Muhadi Setiabudi University for the next Field Experience Practice (PPL) activities will be more effective if PPL activities are

carrying out at the beginning of the new school year. School activities do not disrupt PPL activities as National Examinations and School Exams.

Sd Negeri Siwungkuk 01 strives to improve the quality and quantity in academic and non-academic fields to compete with other schools at the District, Provincial, and even National levels. So that SD Negeri Siwungkuk 01, which has been very proud of its achievements so far, will be more proud in the future. To the Guidance Teacher of SD Negeri Siwungkuk 01, who has sincerely guided students with all the shortcomings and abilities of students, there is no word that students can say other than thank you for their guidance and direction. Continuously strive to improve professionalism in educating, teaching, and guiding students and student ppl participants to score a generation that excels in science and manners in the association.

Acknowledgment

We want to express our gratitude to the teachers and students who have tried hard to progress, Darsiun, S.Pd. as Principal at Siwungkuk State Elementary School 01 and Universitas Muhadi Setiabudi, the organizer of PPL.

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