

The Problems of Educational Unit Field Experience Program (PPL SP) for PGSD Students During a Pandemic

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ABSTRACT

Change suddenly resulting in many educational institutions has not avoid congestion strategy, facilities, and infrastructure held a distance learning or online learning. Limitations of media and the skill to operate the hardware and software as a means and infrastructures major can lead to learning that is done it becomes less efficient. Learning is done online rated less effective, so lowering the interaction between lecturers and students and the impact that was felt by the students, they are difficult to understand the material and ask the material that they have yet to understand due to lack of concentration. This study will use the descriptive survey that seeks to explain or record the conditions that can describe the situation. In line with the research objectives sought to describe the difficulties of the students of teacher training that is being or has been carrying out the course PPL SP in elementary school when the pandemic COVID -19 take place. The Data obtained will be analyzed using descriptive statistics it is selected because it corresponds with the purpose of descriptive method selected. Descriptive statistics serve to interpret the data more easily. Problems faced by students of PGSD Universitas Pendidikan Indonesia in the Campus Area of the Attack, among others, difficulties during the implementation of online learning that includes the process of opening and closing the lesson as well as deliver material to the students. Arouse students ' motivation was to be the task of the student PPL SP that difficult.

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1. INTRODUCTION

On March 24, 2020, the Indonesian Minister of Education, Mr. Nadien Anwar Makarin, issued a circular letter regarding the implementation of education policies during the COVID-19 emergency, which was addressed to governors and all regents/mayors throughout Indonesia. The circular contains several important points related to how to study, school exams, grade promotions, graduation and New Student Admission (PPDB) for the 2020/2021 school year. The decision was taken to reduce the rate of COVID-19 sufferers from spreading. More or less the government's decisions have had a tremendous impact. Not only in Indonesia but in almost all countries in an article belonging to Purwanto et al., (2020) on March 7, 202, more than dozens of countries have closed schools due to the COVID-19 outbreak. Based on data compiled by the United Nations Educational, Scientific and Cultural Organization (UNESCO) there are at least 290.5 million students around the world who have felt the impact of the COVID-19 outbreak which led to school closures. The victims of the closure of educational institutions, both formal and non-formal, did not come from elementary, junior high, high school or vocational levels, but students also became victims of school closures due to this outbreak. All universities stopped face-to-face meetings between students and faculty.

The sudden change has resulted in many educational institutions not having prepared strategies, facilities and infrastructure for conducting distance learning or online learning. Limited media and skills to operate hardware and software as the main facilities and infrastructure can cause learning to be less efficient. In line with the opinion of Mastuti et al (2020); Limbong & Simarmata (2020) in Hikmat et al., (2020) which states that online learning is considered less effective, thereby reducing interaction between lecturers and students and the impact felt by students, they find it difficult to understand the material or ask for material they do not understand. due to lack of concentration. Although students are considered the most likely students and are not much disturbed by changes in the learning system, considering their age, skills in using technology and many other factors, students feel they will not be disturbed by the outbreak. However, conditions in the field, changes in the online learning system affect the quality of learning. In essence, the quality of learning is a guideline that must be held by lecturers to carry out learning well and provide satisfaction with the learning provided; and its achievement can be measured through the learning objectives that have been set (Prasetya & Harjanto, 2020).

This research is motivated by the research gap in previous studies. Research conducted by Prasetya & Harjanto (2020) with the title *The Effect of Online Learning Quality and Student Satisfaction Levels on Learning Outcomes during the COVID-19 Pandemic* resulted in a positive and significant influence on learning outcomes. Another study concluded that online learning was considered ineffective in some subjects. Online lectures often make students feel excessive stress, excessive anxiety. Anxiety is a state of worry, the cause is because often online coursework is much more than face-to-face lectures which ultimately results in a decrease in GPA. According to Dewi (2020) there is a relationship between anxiety during online learning and student GPA. The impact felt by students is shown by the level of stress they experience. This was addressed by a survey of 35 students, the data showed 60% of students experienced increased stress due to sleep difficulties caused by excessive workloads than face-to-face lectures (Watnaya et al., 2020).

Other research claims that based on a survey conducted online learning is only effective in courses in the theory courses and theoretical and practical courses; while for practical courses and field courses, online learning is considered ineffective, and it is much better to use conventional lectures (Hikmat et al., 2020). However, teaching students in particular, will not be separated from the context of online learning during the pandemic. Even though they are declared eligible and entitled to take Field Experience Program (PPL SP) courses with graduation standards, they take micro teaching courses. There is a lot to worry about the obstacles that will be encountered. Considering that some teachers who have experience in teaching also find it difficult when faced with online learning. Online learning, also known as e-learning, where teaching and learning activities utilize the latest information technology.

At the beginning of its emergence, technology was used as a learning medium. Learning media is a vehicle for distributing messages and learning information that is well designed and can help students

digest and understand the subject matter (Yuliani et al., 2020, p.2). On the demands of the state of the media technology was developed and known as e-learning. Through e-learning, schools as a place for face-to-face meetings in the learning process are then converted into e-learning. In theory, e-learning is believed to have a positive impact, because it allows students to actively observe, conduct, demonstrate, motivate students and dynamic learning so that it is interesting to ask students to learn (Yuliani et al., 2020).

Education experts agree that e-learning is a learning process that is carried out remotely by combining learning principles and technology (Dewi, 2020) (Yuliani et al., 2020). This means that e-learning does not focus on activities that only allow face-to-face meetings in class between trainers and participants, but can be carried out anywhere and anytime. As a form of e-learning learning model, it has the following characteristics: 1) Has content that is relevant to the learning objectives; 2) Using instructional methods, for example presenting examples and exercises to improve learning; 3) Using media elements such as words and pictures to convey learning materials; 4) Allows direct learning centered on the teacher (synchronous e-learning) or designed for independent learning (asynchronous e-learning); 4) Build understanding and skills related to learning objectives either individually or improve group learning performance. (Mayer, 2008) (Yuliani et al., 2020, p.3).

Each learning model has steps (syntax) of activities that are made in such a way as to achieve learning objectives. Likewise with e-learning, in addition to being required to master technology, educators must also have several competencies that support e-learning. There are at least three minimum competencies to organize e-learning, namely, 1) the ability of teachers to make lesson plans with the pedagogical principles outlined in the plan; 2) mastering technology in learning activities such as using the internet as an up to date and quality learning resource; Finally, 3) the teacher's ability to master the area of expertise he has (Yuliani et al., 2020)(Hartanto, 2016).

Similarly, conventional (face-to-face) e-learning or online learning steps require preparation and evaluation at the end of the activity. The following is the preparation of e-learning based learning programs: 1) Initial planning which contains identification of objectives, needs and problems that exist in learning; analyze the character of the students to be taught; study and consider learning strategies; 2) Prepare material, as a teacher who conveys important material for teachers to master teaching materials, procedures for using and developing media, which means that teachers are also capable of the weaknesses and advantages of computers. 3) Designing a learning program package, in this case the teacher needs to pay attention to introducing new material that complements the existing material with different media; 4) Validation of learning programs (Yuliani et al., 2020).

As is well known, PPL SP aims to train teacher students in getting one's competence as it should be. Teaching is a profession that requires special skills, and is obtained through academics and professional schools as regulated in Law no. 14 of 2005 concerning teachers and lecturers. As someone who is believed to be able to transfer knowledge from one person to another in cross-disciplinary, teacher is categorized as a job within the scope of the profession. The profession has rules and is legal in nature which is not only oriented to pragmatic and career interests but rather to the dedication of someone with competence and expertise in the field that he masters (Sa'bani, 2017). Profession is also defined as a job that requires special education and training to support its work related to knowledge, skills, responsibility and trustworthiness at a certain high level (Fitria et al., 2017). The statement by Jerry W. Gilley and Steven A. Egglan in the Principles of Human Resources Development gives the meaning, if there is someone who does a business and is based on his knowledge and then produces a skill and society needs it; then it can be interpreted as a profession (Gilley & Egglan, 1989).

In terms of profession, there are no elements to make the profession a career oriented to finance, capitalism and other interests. This is in line with teachers, who are far from financially oriented. In essence, the teacher is someone who not only transfers knowledge but also morals, feelings, manners, manners and much more. As a profession that requires quality professionalism, teachers need special skills and education. Not all teachers have an even level of professionalism, therefore the government requires teachers to take PPG (Professional Teacher Education) and do it gradually. In addition to

dealing with it through PPG, universities as one of the institutions that print teacher candidates include the Field Experience Program (PPL SP). Intended as preparation and teaching practice in the field with theories that have been obtained in the previous semester. PPL SP becomes a guided course with the help of a civil servant teacher.

Before the pandemic, PPL SP was carried out conventionally with face to face with students. Students teaching in class bring teaching media accompanied by their tutor teacher. After finishing teaching students will be given evaluation and guidance by the civil servant teacher to teach the next day. However, the current state of affairs did not allow for a face-to-face meeting. Differences in teaching theory intended under normal conditions. Meanwhile, teaching practices that are currently being carried out by teacher students are carried out online (in the network). This of course creates a difference which becomes a new problem. New barriers for both experienced teachers and practical students.

Sari & Handini (2020) presented the results of reflections obtained from PPL PGSD students at Esa Unggul University. During the pandemic, face-to-face learning activities changed to Distance Learning (PJJ) according to government directives. Because PPL students, as practicing teachers, do learning through WhatsApp Group and Google meet as an alternative to provide materials and assignments that must be submitted. The lecture method is the choice of students to deliver material with the help of power points or audio-visual media that has been prepared independently and uploaded to YouTube. So that students can learn it. Another obstacle was found when the assignment collection time was according to the specified time. Some students have various obstacles, both ownership of devices for studying or collecting assignments, if this is the case, students may immediately contact the homeroom teacher whose students cannot participate in learning activities (Sari & Handini, 2020).

Teachers who already have high flying hours are also faced with new problems that seek joint solutions. As at SDN 4 Ciharashas, educators have difficulty delivering teaching materials given the economic gap. The obstacles encountered may come from students, parents / guardians of students and it is very possible that they come from the educators themselves. Based on the data above, it is better for us as academics to find out the obstacles faced by students who carry out PPL SP courses at the elementary/elementary school level. Considering that this pandemic event can repeat itself and the specific time of the incident cannot be predicted.

The difference in the theory given and the practice carried out by teacher students resulted in confusion for students as practical teachers. It is inevitable that new problems and obstacles will arise that students find. Therefore, it is necessary to know the obstacles encountered by students during teaching practice with the BDR policy. If the problem is known, of course, educators can formulate solutions that can be tested as needed.

From the formulation of the problem above, this study questions the following: What are the obstacles encountered by PGSD students during PPL SP in SD who apply the BDR (Learning From Home) policy?

This research was conducted aiming to find out the obstacles encountered by PGSD students at the Indonesian Education University Regional Campus in Serang during PPL SP with the BDR policy from the central government.

2. METHODS

This research is a research with a quantitative approach, while the method uses a survey method which is then processed descriptively. Using a descriptive survey method that seeks to explain and record conditions that can describe the existing situation (Morissan, 2012). In general, survey research is carried out to identify from observations that are not so deep with large or small populations (Anshori & Iswati, 2019).

This study analyzes the difficulties felt by students as respondents regarding PPL - SP which took place in the midst of a pandemic. Where PPL activities are usually carried out face-to-face, but must be done online. This is in line with the aim of the study which seeks to describe the difficulties of teaching

students who are currently or have been carrying out PPL SP courses in elementary schools during the COVID-19 pandemic. The data obtained will be analyzed using descriptive statistics. This is chosen because it is in accordance with the purpose of the descriptive method that has been chosen. Descriptive statistics serve to interpret data more easily. The participants in this study were elementary school teacher education students. Students as a response must meet one condition, namely, have attended or are currently taking PPL SP courses or equivalent. The reason is because this research records or surveys various difficulties found in the field by prospective teachers or students. The population lies in teacher students who carry out PPL SP, while the sampling used focuses on teaching students with basic education study programs at one of the public universities in the city of Serang, Banten.

The research instrument was developed based on the standard of primary and secondary education as contained in the Ministerial Decree number 22 of 2016 and adapted to research needs. The survey instrument was given to the response in the form of a google form to facilitate the distribution and filling of the survey by response. So that it is not disturbed by space and time. The survey which is distributed with the aim of addressing the problems encountered by students is arranged in the form of the Guttman scale, which is a scale with a firm answer, because this scale only provides two answers (positive and negative. Where a positive answer is given a value of 1 and a negative is assigned a value of 0 (Pranatawijaya). et al., 2019). The Guttman scale has several forms of choice such as a checklist or multiple-choice form (Sugiyono, 2012). The survey distributed to respondents uses a multiple choice form with the answer choices "YES" and "NO". Data processing on a scale Guttman's answer choices "yes" and "no" are converted into percentages with the help that has been set on the google form. These percentages can be a reference for concluding the condition of the problems encountered based on the standard reference of the basic education process for PPL SP students in higher education.

3. FINDINGS AND DISCUSSION

The survey was given to students of the elementary school teacher education study program (PGSD), who have or are currently implementing the PPL SP (Field Experience Program). More specifically, the targeted students came from UPI Serang Regional Campus, Banten Province. The survey was completed by 23 students, all of whom have completed PPL SP in elementary schools (elementary schools) in the odd semester of the 2020-2021 academic year. Partner schools are schools chosen by the campus by considering the criteria from the campus. PPL SP is held with the aim of applying basic teaching skills, planning, and teaching evaluation which theoretically students have acquired in the previous semester. Usually, PPL SP is carried out face-to-face directly in the same space and time between teachers and students. In practice, students still have shortcomings that are visible to their tutors. These deficiencies include student skills to make teaching plans, basic teaching skills and evaluate learning activities (Rhamayanti, 2018). According to Rhamayanti (2018), the lack of basic teaching skills can be seen in the way in which questions or statements made by students to students are often not understood by students, due to the use of less simple language; so that students do not know the answers to the questions asked.

The practical experience of teaching is not designed to be limited to applying theory in the field but also to train students' social competence and personality as prospective teachers. According to the law, there are four mandatory competencies that teachers have, namely, pedagogic, personality, professional and social competencies. All four of them can affect the performance of the practitioner in gaining teaching experience through direct interaction with teachers, school staff and students. In line with research conducted by Hapsari & Widhianningrum (2016) that social competence and personality of the practitioner have a significant positive influence on the performance of the practitioner or student teacher candidate. These students are prepared and trained to teach under normal conditions.

However, due to conditions and situations that do not allow students to carry out PPL SP face-to-face, PPL SP activities are also carried out online following the rules of the city government and the school to maintain progress. Even teaching with normal conditions has many obstacles that must be passed, then how are you with the current conditions. This is a problem for practical students. Because

they also feel the ineffectiveness of online learning activities. In the introduction to this article, it was explained that online learning for students is only effective for some courses that prioritize theory over practice. As effective as learning during a pandemic is, it still leaves barriers to learning on its own. So that the meaningful learning context is slightly eroded, this difficulty was also experienced by PGSD students who filled out a survey from research conducted by Widodo & Nursaptini (2020). At least 57.86% have difficulty with the internet network in their area. Other respondents said they lost focus with a total of 12.14%. It is undeniable that online learning forces learners and students to provide internet access, even though 10% of respondents find it difficult to provide internet access. Several other respondents admitted that they had difficulty with the online media used, the assignments and other lecture schedules (Widodo & Nursaptini, 2020).

Before taking the PPL SP course contract, students are required to complete a micro teaching course. This course is a simulation of a teaching activity with a limited number of students and a limited learning load. The hope is that it can help students to teach in the field when teaching in real conditions. The concept of implementing PPL SP is simply almost the same as micro teaching. It's just that there are different methods that have to be used considering the situation and conditions and issued emergency candy. Micro teaching courses are courses that hone students' skills before teaching in the field. There are at least 7 indicators regarding the role of micro teaching courses, namely, 1) opening and closing lessons; 2) explaining skills; 3) questioning skills; 4) classroom management skills; 5) skills to guide small discussion; 6) skills to provide reinforcement and 7) skills to carry out variations (Azizah & Rahmi, 2019). The micro teaching courses taken by the previous students applied the face-to-face method without distance, using electronic media as an aid in delivering material. Face-to-face learning can continue even in the absence of electronic media to deliver material. It is different from the PPL SP condition that students experience, learning with an online system (in a network). Online, allows students and teachers to stay face-to-face in different spaces. It should be noted that the face-to-face online learning process is not carried out by all students, teachers or both. Due to the existence of electronic media, namely, smartphones or personal computers as 'classrooms' with fairly high specifications. Internet data, signal and network are supporting factors that cannot be separated. If one of the components is missing, it is certain that face-to-face online learning will be hampered. Therefore, students who have just learned to teach will find it quite difficult to carry out PPL SP activities. It is evident from the results of a survey conducted, 73.9% of students find it difficult to study online.



Picture 1. Implementation of online learning according to PPL SP mahasiswa students

Being the first will certainly get a lot of unexpected challenges even though you have been well prepared. Teaching online, either using video conferencing, video learning, or in the form of exercises using other supporting applications; teachers find it difficult because they are not familiar with this emergency system. Basically, online teaching and learning activities (KBM) are the same as conventional KBM, where teachers and students face to face. There are preliminary activities, core activities with the delivery of material with discussion methods and others. And finally with formative assessment and reflection as a form of feedback. The following things will be done by students as PPL SP practitioners in the education unit. The implementation of online learning includes the delivery of material that is

adjusted to the daily material achievements and discussions between teachers and students or fellow students. The daily material achievement is the same as learning 1,2,3 in an integrated thematic curriculum for teachers. Conditions in the field show students who find it difficult to achieve the following things. Apart from the fact that online learning is a new thing, inadequate preparation can also be the cause of not optimal learning activities. Mastery of regional strengths and weaknesses can be the basis for creative learning that utilizes the student's environment. based on a survey conducted 73.9% of respondents find it difficult to teach online. The difficulties experienced by respondents can be in various aspects. Saleha et al. (2019) found difficulties for students when practicing PPL by way of analysis, and as a result, the practitioner had difficulty in compiling and setting learning materials and objectives which impacted on the implementation of learning in the classroom so that classroom management was not satisfactory. In addition, Saleha et al. (2019) also found difficulties for practitioners in utilizing learning facilities and the use of inappropriate learning strategies so that students could not be invited to communicate to discuss during learning. Some teaching activities use the help of teaching videos made by teachers or other people and then distributed to students. After that, students are asked to do their assignments and collect them in the form of photos, videos and some who collect their assignments directly to school according to the agreement. However, this method does not guarantee that all students can understand, depending on the level of difficulty of the material provided (Subakti & Prasetya, 2021).

Learning difficulties during a pandemic are also felt by early childhood education. Online learning (on the network) has problems in both rural and urban areas, including facilities and infrastructure, lack of understanding, teacher unpreparedness in carrying out assessments (Harahap et al., 2021). Apart from online which has learning barriers, the results of the same research show that offline learning also has its own problems. There are at least two problems in the offline implementation, namely, 1) home visits have constraints on the time distribution of each participant and access to the target home location, besides that it is necessary to budget for accommodation for teachers; 2) the COVID-19 task force has repeatedly reminded the public to strictly maintain health protocols, it seems that this has not been realized by all circles, so it is difficult to do. Likewise, during offline learning, health protocols seem to disappear; considering that the learning participants are young children who have never been reminded of the health protocol by their parents (Harahap et al., 2021).

In addition to delivering material online, assignments as reflection material are also given online. In contrast to the process of delivering material which is quite difficult, giving assignments online is considered much easier. This can be seen from the answers to the survey respondents feel that there is no difficulty in giving assignments to students. Of the total respondents 56.5% of respondents, students who practice PPL SP assess that giving assignments when teaching online does not find it difficult.



Picture 2. Giving assignments to students by students

Giving assignments is considered easier, because educators only need to make questions that are in accordance with daily basic competencies. Most of the questions are already available on various websites and in the form of student worksheets. Even though in the process students find it difficult, they can get an explanation back from the teacher concerned through short messages, video calls and other methods. The teacher needs to provide these services, in this case the teacher is a PPL SP practitioner. Students' difficulties that can be experienced can come from their lack of understanding of subjects and home conditions. According to Habibah et al. (2020) this form of responsive service can help students to continue to study maximally during a pandemic that requires school from home. The forms of assignments that can be given online are quite diverse.

As something new, the difficulty of the online learning process is not only in delivering material but also in motivating students to be crucial. Learning motivation needs to be continuously raised in students, so that they remain enthusiastic about learning even though the learning conditions are not the same. The online learning system provides psychological pressure for students and parents of students. Inadequate parental education to teach a lesson causes students to be depressed. If there are materials that do not understand, so it requires several repetitions. Unfortunately, it is often the case that if there is such a problem, some parents and students choose not to do it rather than ask the teacher again. In the end, missed lessons became commonplace and his enthusiasm for learning faded. Therefore, the teacher plays an important role in motivating students. But it is this crucial thing that gets the highest difficulty survey from the respondents. As many as 95.7% of PPL SP students who practice teaching also help motivate students, even though they find it difficult. the causes of difficulties can vary, coming from internal, namely students' inadequate abilities; or from an environment that does not support students to continue to study in pandemic conditions.



Picture 3. Giving motivation to students by PPL SP students

Teachers have other roles besides learning facilitators, namely as motivators. The teacher's role as a motivator during the pandemic is expected to be able to encourage the enthusiasm of students to learn and stay focused on learning (Saumi et al., 2021). During this pandemic, it can be observed that the condition of students' enthusiasm for learning is decreasing day by day. The decrease in enthusiasm for learning is believed to be caused by boredom that hit due to online learning (Saumi et al., 2021).

The recommendation from the government in the field of education, in this case, is that the Ministry of Education and Culture does not force teachers to complete learning targets according to the curriculum. However, as a replacement, the government asked teachers to make meaningful learning activities and improve life skills and understanding of the corona virus. After reducing the burden, it seems that some teachers still find it difficult to conduct meaningful learning, especially in shaping the polite and courteous character of the students. This is also felt by respondents, students who practice PPL SP who find it difficult to teach basic norms of politeness to their students. Judging from the survey results, 91.3% of PPL SP practitioners find it difficult to instill and shape the character of students from simple things.



Picture 4. Formation of attitudes during learning during the pandemic by PPL SP students

Character building from an early age is an integral part of Indonesian education. Character values that need to be realized are listed by the government in core competencies 1 and 2. The character formation in question can be realized in the form of students' awareness to pray before and after learning, collect assignments on time and honest in the process, of course with teacher monitoring to always remind (Akhwani & Romdloni, 2021). The right teaching strategy can help teachers and practitioners to direct students in the formation of positive characters according to the conditions during the current pandemic.

The survey results can be used as material for evaluation to prepare teacher candidates for various learning situations. Although learning activities are carried out in a limited manner, the essence of education and learning until meaningful learning continues as much as possible. Discussion with the field supervisor is certainly the first solution that can be done, but in the future it requires a more mature plan with various considerations and the results of the analysis of the school environment as a learning strategy.

4. CONCLUSION

Based on the survey results and data processing, it can be seen that the educational unit field experience program (PPL SP) activities for PGSD study program students who carry out their activities in elementary schools have several problems that hinder the implementation of PPL SP. The problems faced by PGSD students at the Indonesian Education University at the Serang Regional Campus include difficulties in implementing online learning which includes the process of opening and closing lessons and conveying material to students. Generating student motivation is also a difficult task for PPL SP students. Considering the health protocols that must be maintained so that meetings are not held without face to face. The difficulty of students to motivate students comes from external and internal factors that have a big influence on students. This also has an impact on the difficulty of students in teaching and shaping the character of students to respect, accept and practice applicable norms.

The solution for each school is different, because it has its advantages and disadvantages. Therefore, it is necessary to coordinate between students, civil servants and schools and universities to formulate meaningful learning activities during the pandemic by relying on the advantages of schools as opportunities to improve the quality of student learning.

For further research, for similar research that is developed, hopefully it can be studied more deeply, varied, and innovatively. The research that has been done only provides a few references for further research. Research on PPL SP can use other data sources, namely with students at other campuses. In addition to researching programs, researchers can also produce program updates that are in accordance with PPL practices during a pandemic.

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