

The Development of an Introduction to the Educational Field Model for the Bachelor of Transformative Education Program in Islamic Higher Education

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ABSTRACT

The purpose of this study is to find a valid and effective model for introducing the field of transformative education. The research method used is Research and Development. To obtain initial data related to the focus of this analysis, the researchers conducted interviews and documentation studies to: (1) 5 students randomly selected who had followed the PPL which were seen from the background of the study program, motivation, goals and expectations for joining the PLP-PSP. ; (2) 2 supervising lecturers and PLP-PSP civil servant teachers; (3) the head of the study program; (4) deputy dean I as deputy dean for academics; and (5) documentation study of PLP-PSP documents and literature related to PLP-PSP. Validation, evaluation, and revision are carried out to obtain clarity, material quality and attractiveness of the resulting product. The results of this study conclude that the model of teaching materials designed meets the correct procedures and is feasible to use.

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1. INTRODUCTION

According to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards, the Introduction to Education/School Field Course (PLP) is a process of analysis or observation and apprenticeship carried out by students of the Bachelor of Education program to study aspects of learning and education management in education units (President RI, 2017). Regarding this, the sustainability and success of the implementation of the introduction to the Educational Field (PLP) are closely related to the role of the civil servant teacher and supervisor, as research results (Sumaryati, 2014) reveal that several factors influence the success of PPL students, namely: (1) the role

of the civil servant teacher and the supervising lecturer jointly affect the success of student PPL with a moderate effect; (2) the role of the supervisor has an effect on the success of student PPL.

This finding suggests that the successful implementation of the PPL for prospective teacher students requires a collaborative effort between the civil servant teacher and the PPL supervisor rather than relying solely on the civil servant teacher. Therefore, before students go to school, they must first be equipped with the skills to prepare administrative preparations like a teacher. Furthermore, attitudes as prospective teachers must be developed intensively during the mentoring process on campus. This shows that students whose tutoring teacher guidance is effective to show higher PPL success than students whose tutors are less effective (Natalia, 2013). Furthermore, the involvement of civil servant teachers significantly impacts student success when PPL is implemented (Fadly, 2015). This shows that students mentored well by their tutor teachers have a higher PLP success rate than those mentored poorly by their tutor teachers.

The aforementioned are essential because field experience practice (PPL) is a method of training pedagogic skills and fostering the attitudes and personalities of prospective teacher students in real situations or circumstances. According to the theory, teaching exercises and other educational tasks outside of teaching are carried out in a guided and integrated manner to meet the requirements for the formation of the educational profession. So that way, the PPL program must be truly focused on providing: (a) competence and (b) professional formation capabilities. To improve the quality of higher education, including Educational Institutions and Education Personnel (LPTK), the government issued Presidential Regulation of the Republic of Indonesia number 8 of 2012 concerning the Indonesian National Qualifications Framework, which aims to integrate educational institutions with the field of job training and the world of work in order to gain high competence to meet the needs of work world (President of the Republic of Indonesia, 2012).

People who develop into superior learners have the ability to direct themselves, be critical, and think independently (Sirimorok, 2010). Transformation can be defined as the process of changing an individual's old meaning to a new meaning based on the results of the revised interpretation of the meaning of experience as a reference for future actions (Mezirow, 1996). A person's transformation can occur in four ways: (a) elaborating the existing frame of reference; (b) learning a new frame of reference; (c) changing points of view; or (d) changing habits of mind. The frame of reference in question is an assumption structure that limits individual perceptions, cognitions, and feelings.

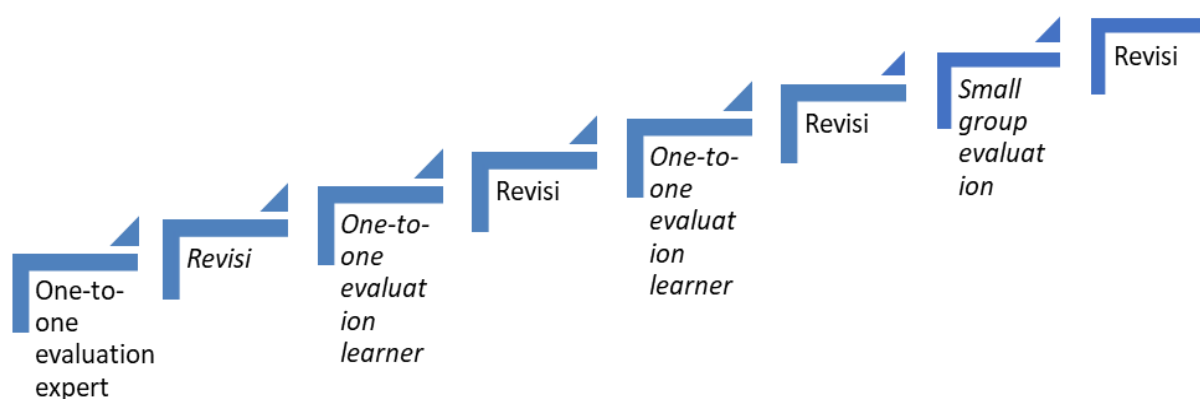
Changes in one's mental frame of reference will result in changes in one's behaviour and actions. A habit of mind is a set of assumptions that serve as a filter when someone interprets their learning and life experiences. This creates a point of view which includes expectations, beliefs, feelings, attitudes, and judgments that influence how a person interprets and evaluates his learning experience. For students, prospective teachers indirectly provide learning experiences at school that will not be the same quality as learning experiences on campus. In such cases, students' thinking habits will develop, which will influence how they evaluate their learning experience.

Some of the results of research on the development of a model for the introduction of the educational field can be seen in its objectives, which are to socialize the implementation of the introduction of the school field (Laia, 2021), to develop teachers' professional abilities (Adi, 2015), and to prepare themselves to become teachers who believe in themselves and are strengthened by several factors. Pedagogical competence and professional competence, in addition to student introduction to the field of education/schooling (Hardianti & Listiadi, 2021), have an influence on the performance of student teaching skills in terms of the use of learning media (Wijarini, 2021). There is no research that examines the development of the field introduction model for the transformative education undergraduate program in Islamic Higher Education among the studies mentioned above. This is a first in this study. This study aims to identify a reliable and effective model for introducing the field of transformative education. Furthermore, the Transformative PLP-PSP device, which is equipped with the lecturer and student manuals as well as partner school/madrasah guidelines, is the result of this research and development.

2. METHODS

This research was designed with development research and development (R&D). This development research model, refers to by Gall, Gall and Borg, has ten stages: (1) identify instructional goal/s; (2) conduct instructional analysis; (3) analyze learners and contexts; (4) write performance objectives; (5) develop assessment instruments; (6) develop instructional strategy; (7) develop and select instructional materials; (8) design and conduct formative evaluation of instruction; (9) revision instruction; dan (10) design and conduct summative evaluation (Gall, Meredith D., Gall, Joyce P. dan Borg, 2017).

To obtain preliminary data for this analysis, the researchers conducted interviews and documentation studies to (1) 5 students were randomly selected who had followed the PPL which were seen from the background of the study program, motivation, goals and expectations for joining the PLP-PSP. ; (2) 2 supervising lecturers and PLP-PSP civil servant teachers; (3) the head of the study program; (4) deputy dean I as deputy dean for academics; and (5) research on PLP-PSP documents and literature. To obtain clarity, material quality and attractiveness of the resulting product, validation, evaluation and revision are carried out. This sequence of research activities for the development of the Transformative PSP/PLP design is carried out by following the following flow:



- a. One-to-one evaluation expert, where 1) visited the expert, in this case, the instructional design expert, material expert, and linguist (Dr. RP, M.Hum); 2) the developer describes the process carried out in designing and developing the product; and 3) seeks advice from the expert.
- b. Revision, based on notes of input and suggestions submitted by the expert through the one-to-one evaluation, improvements are made, and then the results of the revision are reconfirmed to the expert.
- c. Three students participated in a one-on-one learner evaluation. The procedures used are as follows: (1) explaining to students the purpose of the evaluation, namely getting notes of input and suggestions for the product being developed; (2) encouraging students to participate in learning activities as fully as possible within the time allotted, for example, by reading the learning materials carefully; (3) giving a test to determine whether the learning materials used still need to be improved; (4) encouraging students, tutor teachers, supervisors, and faculty leaders to freely comment on the learning/apprenticeship activities they are involved in, the materials and tests contained in the guidebook, and drawing conclusions about their implications for comprehensively improving apprenticeship activities.
- d. Revision, based on notes of input and suggestions submitted by the expert through the one-to-one evaluation, improvements are made, and then the results of the revision are reconfirmed to the expert.
- e. Students, tutor teachers, supervisors, and faculty leaders evaluate each learner one-on-one. Here are the steps that are taken: 1) Telling students the purpose of evaluation, which is to get notes

- on inputs and suggestions for products made; 2) Encouraging students to participate in learning activities as thoroughly as possible in the time allotted by reading the learning materials carefully; 3) Giving a test to see if the learning materials used still need to be improved, and 4) Encouraging students to comment on the learning activities they are participating in freely.
- f. Revisions are made based on feedback and notes from one-on-one evaluation learners, and the revision results are reconfirmed.
 - g. Small group evaluation is carried out by involving 10 people consisting of (2 students, 2 tutor teachers, 2 supervisors and 1 faculty leader). The procedures taken are: (1) explaining the purpose of the evaluation to students, namely getting notes of input and suggestions for the product being developed; (2) encouraging students, tutor teachers, and supervising lecturers to complete the series of learning activities and mentors listed in the guidebook as quickly as possible within the time allotted, namely by reading the learning materials in the guide carefully; (3) provide a validation form to determine whether the guidelines to be used still need to be improved; (4) encourage students, tutor teachers, and supervisors to freely comment on the PLP-PSP learning activity guidebooks they use, the materials and tests contained in the learning materials, and draw conclusions about their implications for improving the implementation of comprehensive apprenticeship learning activities.
 - h. Revision, based on input and notes from small group evaluation. The revised results are reconfirmed to students after improvements are made.

3. FINDINGS AND DISCUSSION

The Development of the PLP-PSP Model

The PLP-PSP implementation model includes printed teaching materials that are used as a unified whole by lecturers, teachers, and students in the PLP-PSP series. The activity of developing the PLP-PSP implementation model begins with the selection of materials from existing learning resources that are tailored to the needs of the designed PLP-PSP implementation development. In other words, the designed material is a compilation of existing learning resources, specifically literature related to the implementation of PLP-PSP.

The chosen learning resources are adjusted to the scope of the previously determined teaching materials; in this case, the learning resources are: (1) Alessi, S.M and Trollip, S.R. 2001. *Multimedia for Learning: Methods and Development*. Massachusetts: Allyn & Bacon, (2) Kunandar. *Authentic Assessment. Assessment of Student Learning Outcomes Based on Curriculum 2013*. Jakarta: Rajawali Pers. 2013. (3) Regulation of the Minister of Religion of the Republic of Indonesia No. 15 of 2018 concerning Educational Personnel Education Institutions, (4) Regulation of the Minister of Education and Culture No. 23 of 2013 concerning Educational Assessment Standards, (5) Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, (6) Smaldino, Sharon E., Lowther, Deborah L. and Russell, James D. 2008. *Instructional Technology and Media for Learning*, Ninth Edition. New Jersey: Pearson Prentice Hall, and (7) Vaughan, T. 2006. *Multimedia: Making it Work*. Translated by: Theresia Arie Prabawati & Agnes Heni Triyuliana. Yogyakarta: Andi Offset.

After the learning resources are collected as material for the development of the PLP-PSP implementation, then production is carried out by taking into account the principles of accuracy and conformity with the discussion themes contained in the development of the PLP-PSP implementation. Accuracy and suitability are prioritized in the preparation of teaching materials because they are intended for lecturers, teachers and students as guidelines in the implementation of PLP-PSP. Because of its designation for face-to-face PLP-PSP implementation, this model is designed as detailed as possible so that lecturers, teachers, and students use it appropriately and can achieve the stated PLP-PSP implementation goals.

The following are the components of the PLP-PSP implementation model book: (1) introduction; (2) table of contents; (3) rationale; (4) competence; (5) description; (6) material description; (7) PLP-PSP

implementation strategy, (8) learning implementation, (9) assessment criteria, (10) closing, (11) reference sources, and (12) appendices. Draft model 1 is the result of the PLP-PSP implementation model that has been completed above. The draft will be discussed further with colleagues (FITK State Islamic University of North Sumatra lecturers) and practicum managers. Discussions with colleagues and practicum managers about the content, learning design, and display design feasibility of the PLP-PSP implementation model product.

Some notes from discussions with colleagues and practicum managers are as follows: (1) theoretical studies in the description of the material should be deepened; (2) the accuracy or level of validity of the material should be of concern; (3) examples of attachments to make it more comprehensive from planning to assessment; and (4) the use of the terms student and student should not be used interchangeably, it is recommended to use the term student consistently; and (5) writing errors to be noted. Based on the suggestions submitted by colleagues and practicum managers, the draft model 1 product was improved based on suggestions from colleagues and practicum managers, resulting in the draft model 2 product. Furthermore, experts and field trials were used to evaluate the product draft model 2.

The Eligibility of the PLP-PSP Model

The learning product as a product of the draft model 2 is then carried out with an eligibility test by an expert (expert judgment) and then continued with individual tests, small group tests and field tests. The purpose of conducting an eligibility test by a team of experts is to determine the eligibility of developing the PLP-PSP implementation model. The eligibility test is carried out in this case by learning design experts and linguists.

The results of the design expert's eligibility test

The PLP-PSP implementation model product's eligibility was tested by requesting the willingness of the learning design expert, Dr. MD, M.Pd. Learning design experts evaluate four aspects for eligibility: (1) attractiveness of appearance, (2) graphics, (3) usefulness, and (4) anatomy of the manual. According to the statistical data, the R&D expert's assessment of the PLP-PSP implementation model product received an average score of 3.25 and was placed in the correct category without revision. Learning design experts' suggestions for improvement include: (1) improving writing, notation, and source inclusion; and (2) adding descriptions/clarifying concepts in some sections. (3) the concepts used must be accompanied by illustrations and examples, and (4) considering that the book is intended for lecturers, teachers and prospective teacher students in carrying out practicum, the adequacy of instruments in planning, implementing and evaluating.

Responding to the expert's advice, the learning approach in this case is designed by implementing the principle of student-centered learning while conducting practicum. This is consistent with Dick, Carey, and Carey's explanation that the criteria for developing learning products are "goal-centered, learner-centered, learning-centered, context-centered, and technical criteria."

The results of the linguist's eligibility test

The PLP-PSP implementation model product's eligibility was tested by asking for the willingness of a linguist from the North Sumatra Province Language Center, Dr. RP, M. Hum. Linguists assess the product of the PLP-PSP implementation model for eligibility in two ways: (1) language rules and (2) legibility. According to the statistical data, the linguist's assessment of the product of the PLP-PSP implementation model received an average score of 3.50 and was classified as very eligible.

Linguists' contributions and suggestions for improvement to the PLP-PSP implementation model include: (1) paying attention to errors in writing words/spellings, (2) italicizing foreign words/terms, (3) paying attention to capitalization errors, such as the name of the person/character, and (4) paying attention to errors in writing punctuation.

Based on the suggestions submitted by linguists, improvements were made to the products developed, this is important because the product of the PLP-PSP implementation model serves as a guide in carrying out the practicum, particularly in terms of language rules and readability. It is critical to note compliance with language rules and legibility because it contains teaching materials that practical students must master. As a result, aspects of language rules and legibility are critical.

The recapitulation of the results of the PLP-PSP implementation model product eligibility test from learning design experts and linguists can be seen in Table 1 below:

Table 1.
The Recapitulation of Eligibility Test Results by Expert

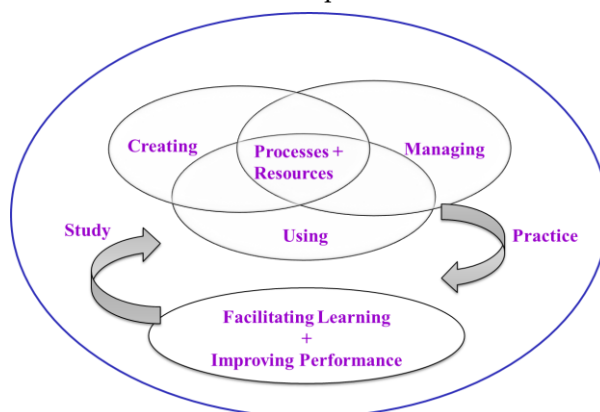
No	Expertise	Average Score	Category
1	Learning design	3,25	Eligible
2	Linguist	3,50	Very eligible
Cumulative Average Score		3,37	eligible

Based on the table above, it can be seen: (1) the average eligibility test score for learning design experts is 3.25 in the appropriate category, and (2) the average score for the linguistics expert test is 3.50 in the very eligible category. As can be seen from the table above, the cumulative score of 3.37 from the expert eligibility test for the PLP-PSP implementation model product falls into the eligible category.

The PLP-PSP Implementation Modal Product

The PLP-PSP implementation model's output is intended for face-to-face lecture activities. Whereas lecturers and civil servant teachers serve as practicum supervisors on the front roof, students serve as practitioners. The product of the PLP-PSP implementation model that is developed is expected to serve as a guideline and reference for lecturers, civil servants, and students involved in the PLP-PSP implementation. The materials and instruments for completing the practicum from various reference sources are contained in the PLP-PSP implementation model product.

The printed form of the PLP-PSP implementation model product is organized systematically and systemically, allowing students to have a positive learning experience while also meeting practicum goals. Therefore, the product of the PLP-PSP implementation model is not just providing and explaining a number of teaching materials that are referred to from various learning sources; it is also a guide to mastering the competence to plan and implement learning as prospective teachers. According to the product model of the PLP-PSP implementation, the product of the PLP-PSP implementation model is a lecture material designed for the needs of learning in higher education that is carried out in face-to-face activities. Therefore, the PLP-PSP implementation model is used to facilitate lectures, which is consistent with the spirit of educational technology itself.



In terms of facilitating learning and improving student performance, the PLP-PSP implementation model is as follows:

- a. Increasing student access to face-to-face learning resources used in the implementation of PLP-PSP.
- b. Because of the availability of learning materials, the PLP-PSP implementation model can encourage the personalization of student learning, which refers to the mastery of competencies required in the practicum.
- c. The PLP-PSP implementation model enables students to manage their learning on their own. Students can be more effective independently in mastering learning materials and are better able to learn at their own pace due to the availability of easily accessible learning resources.

Furthermore, the PLP-PSP implementation model is as follows in terms of facilitating learning and improving performance in lecturers and tutors:

- a. This learning design product can help lecturers and civil servant teachers complete mentoring administrative tasks.
- b. Provide easy access for lecturers to check the progress of students' assignments because they are well organized because the product is equipped with assessment instruments.
- c. The PLP-PSP implementation model can bridge communication between lecturers and students that is not limited by a time-bound face-to-face schedule.

Product Strengths and Limitations

The following are the product strengths of the PLP-PSP implementation model:

- a. The PLP-PSP implementation model's product model is designed in accordance with the rules of learning design and research and development methodologies in order to account for the scientific degree.
- b. This PLP-PSP implementation model product includes a set of lecturer guidelines, teacher guidelines, and student guidelines, making practicum much easier for lecturers, teachers, and students.

The PLP-PSP implementation model product has limitations, which can be summarized as follows:

- a. The subjects of this study were limited to FITK of Islamic University of North Sumatra students who had unique characteristics and contexts and differed from others. Therefore, learning material products are only appropriate to use with these characteristics and contexts.
- b. Due to the limited exposure of the material in it, this PLP-PSP implementation model product is not the only source of learning for students; therefore, students are expected to use other learning resources in addition to this product to complement each other.

Discussion

Along with advancements and developments in information and communication technology, it is necessary for a prospective teacher to possess a variety of skills in planning and to implement learning. On the other hand, a prospective teacher's mastery of the advancement of science and technology contributes to the effectiveness of learning. In other words, a teacher does not only rely on traditional learning systems but also integrates technology into learning implementation. For this reason, a high-quality PLP-PSP implementation design that can be guided by lecturers, teachers, and students in carrying out practicals is required. In other words, the quality and success of the PLP-PSP implementation are ultimately determined by the design of the PLP-PSP implementation itself, which is carried out systematically and tested.

According to Reiser and Dempsey, learning design is carried out through a systematic process of developing education and training programs that are carried out consistently and tested. The procedure is complex, but it is also creative, active, and iterative (Reiser & Dempsey, 2007). As practicum supervisors, lecturers and civil servant teachers play an important strategic role in learning

design. Given the significance of the teacher's role in education, teacher performance must be continually improved through the advancement of learning and technology (Akmalia, 2019). Course lecturers and tutors must have a clear vision and a sharp analysis of the design of learning designs that can help and facilitate students' learning. In this case, the lecturers and tutors are the designers and developers in designing lectures, referring to the desire to improve the quality and success of the practicum. So that's why lecturers and tutors are expected to be capable of influencing learning to improve its quality.

In this case, lectures should enable students to construct or build their knowledge rather than simply transfer knowledge. To accomplish this, the practicum implementation is a deliberate event or design by lecturers and tutors for students to achieve specific goals in the form of expected competencies after participating in the practicum. The PLP-PSP implementation model is required as a solution for overcoming practical problems because it contains a series of activities carried out face-to-face by lecturers, teachers, and students so that practicum implementation is directed at achieving the expected learning objectives.

4. CONCLUSION

Based on the research findings, the transformative PLP-PSP implementation model is valid and effective because it has gone through development processes and procedures beginning with needs analysis, planning, design, evaluation, and trial stages. Validation is performed by learning design experts and linguists to determine the eligibility of learning development products. The eligibility of learning development products has been carried out in accordance with the appropriate methods and procedures, so that they are usable. Recommendations based on the findings of this study include: (1) when developing the same product in practicum or learning, developers should make appropriate adjustments to the development design by analyzing the necessary needs, characteristics, and context. Because each practicum or learning, the learner's characteristics, and the needs analysis that surrounds it are different, 2) Faculty leaders are advised to intervene, particularly with regard to the desire to produce development products that are consistent with the characteristics of students and the environmental context, by providing stimuli such as accessibility stimuli to developers (lecturers) to increase the ability to design learning, and no less urgent is a stimulus funding to be able to design learning, and (3) to the Head of the Faculty to take a policy to determine the PLP-PSP.

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