EDUMALSYS
Journal of Research in Education Management

e-ISSN : 2988-1188
p-ISSN : 2988-1196

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Google Scholar, Base, etc

https://doi.org/10.58578/edumalsys.v1i1.1464

PERCEPTION OF PAMONG TEACHER ON TEACHING SKILLS OF PAI EDUCATIONAL FIELD PRACTICES (PLK) IN PADANG CITY

Adira Nuraisyah & Rini Rahman
Universitas Negeri Padang
adiranur29@gmail.com ; rinirahman@fis.unp.ac.id

Abstract

The background of this research is that there are still various problems when students carry out Educational Field Practices (PLK), which are related to student teaching skills. The purpose of this study was to find out how the teacher's perception or view of the teaching skills of PLK students of the Islamic Religious Education Study Program, Padang State University who carried out PLK at Air Tawar Barat Padang High School, to be precise at Pertiwi 1 High School and Labor UNP High School. The method used in this study is a qualitative method with a case study approach. The object of research is 6 tutor teachers. Based on the results of the study, showed that the teaching skills of students according to the perception or view of the tutor showed that (1) the skills to open and close lessons in general were good, only that students forgot to put forward indicators and motivate students, (2) skills in explaining material were good, able to use media learning that attracts students, conveys indicators and learning objectives, but in mastering the material is less in-depth and needs enrichment. (3) class management skills are quite good, students are still confused and overwhelmed in dealing with student behavior.

Keywords : Perception Teacher Tutor ; Skill Teaching ; Student PLK

Edumalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

The teacher is a component that has an important role in the teaching and learning process and is responsible for achieving education (Dwi Afrilianti et al., n.d.). The teacher is a position or profession that requires special expertise as a teacher, this work cannot be done by people who do not have expertise in carrying out activities or work as a teacher. The teacher's duties as a professional include educating, teaching, training, and developing life values (Wahyuningrum, 2022).

The existence of teachers in schools is very decisive. Professional teachers must be able to involve students physically, mentally, and emotionally in learning. learning has the goal of developing the potential of students so that the expected goals can be achieved (Abdul Hamid, 2017). According to Permendiknas No. 16 of 2007, there are four teacher competencies in general, namely: pedagogic competence, professional competence, personal competence, and social competence. A student who does Educational Field Practice (PLK) at school is required to master these four competencies because a student carrying out PLK is alert as a teacher who participates in the implementation of learning at school.

Padang State University is one of the state higher education institutions that organizes teacher education and educational sciences. Education seeks to form qualified and professional teacher candidates through existing programs to meet the demands of the world of education. One of the efforts to create professional educators is by providing practical courses for education students called Educational Field Practices (PLK) (Firmanda et al., 2022)

Educational Field Practice is the estuary of all pre-service teacher education programs. Therefore, the implementation of PLK is carried out after students have received sufficient provisions in various fields related to their duties as teachers such as mastery of the basics of education, mastery of teaching materials, and management of the learning process (Puji winarti, 2020).

Educational Field Practice is an academic activity that is attended by students of the undergraduate education program which includes practical learning. in practice, students act as teachers in carrying out and designing learning, PLK activities for prospective teachers are also required to master course material only but prospective teachers must also be required to master their skills, be able to provide knowledge to students, and have a high

commitment, apply various knowledge, attitudes, skills designed to train students to have the ability to use knowledge and skills in real situations (LP3M UNP, 2021)

Skills According to the Big Indonesian Dictionary, skills are the "ability to perform tasks". Teaching skills are quite complex professional competencies, as the interaction of various teacher competencies as a whole and thorough. Mastery of teaching skills must be intact and integrated so that systematic training is needed to create creative, professional, and fun learning (Mulyasa, 2015). Teaching skills (teaching skills) are competencies and skills that must be possessed by a teacher to be able to carry out learning practically and run smoothly (Fatiani Lase, 2022).

Students as professional teacher candidates must be able to master various kinds of skills in managing the learning process, namely teaching skills (Andyni Wulan Astari, 2017). These skills have been trained before attending PLK, namely in the Micro Teaching course. In this course students will be taught and given directions on how to become a teacher and understand what must be mastered before carrying out PLK activities by practicing directly in front of the class in the Micro Teaching course students will be taught basic teaching skills, lesson planning (Aulia Rahmi et al., 2022)

According to Saud, (2011) states that teachers must be proficient in mastering the eight skills of teaching well to students, namely: 8 skills of opening and closing lessons, 2) skills of explaining, 3) skills of asking questions, 4) skills of giving reinforcement, 5) skills of guiding discussions small groups 6) skills in managing classes, 7) skills in carrying out variations, and 8) skills in teaching small groups and individuals.

In this regard, ideally, students who carry out PLK should be able to master teaching skills because in essence teaching is not just providing knowledge or information to students but also communication and interaction between teachers and students (NUR AISYAH, 2018) found many students who experience problems with teaching skills.

Pamong teachers and PAI students are the focus of this research. The reason is that during PLK activities at school, it is the tutors who are more dominant often interacting with students during guided and independent exercises from the beginning of PLK activities to the end of PLK activities (NUR AISYAH, 2018). The teacher's perception is very important because it can provide an overview of how students master teaching skills during PLK activities.

Based on the results of initial observations on the teacher's perception of the teaching skills of PAI students at one of the high schools in Air Tawar Barat Padang on February 8 2023 related to student teaching skills, students' abilities in carrying out their duties as young teachers still have not mastered teaching skills so they have not mastered teaching skills yet. apply it well during learning, starting from opening and closing lessons, conveying learning material, giving examples that are less simple so that it is difficult for students to understand, and lack of ability in class management which causes the class to become noisy

Based on the explanation above, the researcher is interested in conducting research with the title "The Teacher's perception of the teaching skills of Students of the Educational Field Practice (PLK) of the Islamic Religious Education Study Program at Air Tawar Barat Padang High School". The researcher chose the research location at Air Tawar Barat Padang High School because most PAI students carried out PLK at Air Tawar Barat Padang High School, easy access for students because of the location close to campus. The purpose of this study is to find out how the ability of PLK PAI students to teach skills while doing Educational Field Practices.

METHODS

The method applied in this study is a qualitative method with a case study approach. According to Sugiyono, (2018), the qualitative research method is a research method based on postpositivism or interpretive philosophy, used to research on natural object conditions, where the researcher is the key instrument. Data collection techniques are carried out through triangulation (combined observation, interviews, and documentation). The data obtained tends to be qualitative, data analysis is inductive or qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. By using this approach, researchers are trying to describe the perceptions of tutors on the teaching skills of PLK PAI students. The research location was at Air Tawar Barat Padang High School, precisely at Pertiwi 1 High School and at UNP Laboratory High School. In qualitative research, the instrument or research tool is the researcher himself (Sugiyono, 2018). The data collection techniques that researchers use in this study are observation, interviews, and documents.

The data validity technique that the researcher uses is credibility. The credibility test used by researchers is data triangulation.

RESULTS

1. The teacher's perception of the skills of opening and closing learning

Based on the results of interviews and observations that have been conducted by researchers at Air Tawar Barat High School, the teaching skills of PLK PAI students in opening learning are good. Students begin to open the lesson by greeting, greeting students, praying and some students add asmaul husna before starting learning, it's just that there are students who forget to convey learning indicators and motivate students. The ability of students to close learning as a whole is good, students can manage learning according to the allotted time and can invite students to summarize the learning material they have learned and provide reinforcement at the end of learning.

2. The teacher's perception of the skill of explaining learning material

Based on the results of interviews and observations that have been made by researchers, the perceptions or views of tutors on the ability of PLK PAI students in explaining material are good in providing explanations, they can use language that is easy for students to understand, and they are already using the right intonation when explaining. PLK PAI students use learning media well, provide relevant examples and good feedback, can use learning media that can help students, students become more interested and focused during learning,

It's just that there are still students who still haven't prepared the material to be explained so that in conveying the contents of the message it is lacking and students still need awareness to prepare the material to be conveyed so that in conveying the material they are not nervous and don't forget, and still need more enrichment for students to further deepen material to be delivered. But there are still students who do not use learning media in explaining teaching material, classes that are running seem monotonous, causing students to be disinterested and students to focus less on learning, this makes it difficult for students to explain material because using learning media should be able to help in explaining material teach.

3. The teacher's perception of class management skills

Based on the results of the interviews and observations that have been made by the researchers, the perceptions or views of tutor teachers regarding the abilities of PLK PAI students in managing classes PLK students are still overwhelmed in dealing with students, students are overwhelmed, especially with a large number of students and various kinds of student characters and it is still difficult to calm down students who there are more in number, however, after several meetings, PLK students have started to find a suitable pattern in managing the class, students are already more familiar with and know the various kinds of student characters. PLK students try to make the class conducive.

DISCUSSION

1. The teacher's perception of skills in opening and closing lessons

The skill to open learning is an activity carried out by the teacher to create an atmosphere of mental readiness and attract students' attention to focus on what they will learn (Damanik et al., 2021). Explaining means giving an explanation or understanding to someone, so that it becomes clear that a teacher who carries out explanation activities must: 1) Understand what will be explained, 2) Understand how to plan a lesson 3) Know how to explain to students (Alma, 2014).

Learning activities end by closing the lesson. Permendiknas Number 41 of 2007 explains that what the teacher does in closing activities is reviewing student summaries, providing material consolidation, assigning tasks, and allocating time. Closing the lesson (closure) is an activity carried out by the teacher to end the lesson or teaching and learning activities that have been carried out (Sutisnawati, 2017)

The skills of opening and closing PLK PAI student learning are generally good because practical students who are perceived by tutors can master well starting to open lessons by attracting students' attention, praying, and making innovations by reading asmaul husna before starting learning. However, based on the research results, students still forget to convey learning objectives, motivations, and indicators so they need to get used to it or make notes so they don't forget to convey learning objectives, motivations and indicators. The closing skills of PLK PAI students as a whole are good, students can manage learning according to the specified allocation, can teach students to summarize the learning material they have learned, and reinforce the end of learning.

2. Persepsi The teacher's perception of the skills of explaining learning material

Explanation skills are the presentation of information orally which is arranged systematically to show a relationship between one part and another, for example between causes and effects, definitions with examples, or with something that is not yet known (Usman, 2013). The skill of explaining according to (Hasibuan, 2012) planning explanations includes the contents of messages conveyed to students, presenting explanations including clarity, using examples, illustrations, applying pressure, and using feedback. One of the successes of learning is marked by the increasing knowledge received by students and is influenced by the way the teacher explains the lesson. PLK student mastery of subject matter is very supportive in conveying and providing explanations to students.

Students' skills in explaining subject matter are good in providing explanations, using language that is easy for students to understand in explaining material. With good intonation, PLK PAI students can use learning media according to the topics to be studied, can provide relevant examples, and make students focus and pay attention to learning. It's just that there are still some students who don't use the media, is not prepared to explain the material, and need students to deepen the material that will be presented during learning.

3. The teacher's perception of class management skills

According to Sanjaya, (2016) Managing a class is a teacher's skill in creating and maintaining optimal learning conditions and returning them if things disturb the learning atmosphere. According to Usman (2013), classroom management is the skill of the teacher to create and maintain optimal learning conditions and restore them if there is a disturbance in the learning process such as stopping student behavior that shifts class attention.

Classroom management is considered good if a teacher can master the components of classroom management skills. The components of managing skills are showing responsiveness, dividing attention to students, giving clear instructions, giving warnings, and overcoming behavior that causes problems. If this component is implemented properly, the perception that will be given by the tutor will also be good.

The teaching skills of PLK PAI students based on the views or perceptions of tutor teachers in managing classes of PLK PAI students are good, but there are still some

students who are overwhelmed in dealing with students who do not attend lessons in an orderly manner, students have been able to get closer to students and find patterns. suitable for managing the class.

CONCLUSION

Based on the results of the research that has been done, the following conclusions can be drawn: 1) The teacher's perception of the teaching skills of PLK PAI students in opening and closing learning shows that: a) opening skills, in general, are good, only sometimes some forget to put forward learning indicators and motivate students, b) skills in closing learning are good, students can manage time allocation well. 2) The teacher's perception of the skill of explaining the material is good by presenting material that is following the indicators and learning objectives, but the mastery of the material is still lacking in depth. 3) The teacher's perception of class management skills is still lacking, it can be seen that students are still confused and overwhelmed in dealing with student behavior.

REFERENCES

Abdul Hamid. (2017). GURU PROFESIONAL. *Al-Falah*, *Vol XVII*, 275.

Andyni Wulan Astari. (2017). Persepsi Guru Pamong Terhadap Keterampilan Mengajar Mahasiswa Program Pengalaman Lapangan (PPL) Pada Mata Pelajaran Sosiologi. *Universitas Pendidikan Indonesia* , 1–8.

Aulia Rahmi, A., Hendri, N., & Rahmi, U. (2022). Persepsi Guru Pamong Tentang Penguasaan Kompetensi Mengajar Mahasiswa PPL Universitas Negeri Padang Di Sma Pasaman Barat Juli-Desember 2021. *Journal of Multidicsiplinary Research and Development*, *Volume 5*(Issue 2). https://ranahresearch.com

Damanik, R., Rahkmat, M. P., Sagala, W., Hum Tri, M., Rizki, I., & Hum, M. (2021). *Keterampilan Dasar Mengajar Guru*. http://umsupress.umsu.ac.id/

Dwi Afrilianti, R., & Ulfah, M. (n.d.). *Persepsi Guru Pamong Terhadap Keterampilan Dasar Mengajar Mahasiswa PPL Prodi Pendidikan Ekonomi di SMK Pontianak*.

Fatiani Lase. (2022). Persepsi Guru Pamong Terhadap Keterampilan Dasar Mengajar Mahasiswa Magang Tiga di SMA Swasta Santu Xaverius Gunungsitoli Tahun Pelajaran 2020/2021. *Universitas Dharmawangsa*, *Volume 16*, 57–58.

Firmanda, M., sejarah, J., Ilmu Sosial, F., & Negeri Padang, U. (2022). Persepsi Guru Pamong Terhadap Keterampilan Dasar Mengajar Mahasiswa PLK Prodi Pendidikan Sejarah UNP di SMA Negeri Kota Padang. *Kronologi*, *Vol. 1 No. 1*, 1–11.

Nur Aisyah. (2018). Persepsi Guru Pamong Terhadap Praktik Mengajar Mahasiswa Ppl Jurusan Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar Pada Madrasah Tsanawiyah di Kabupaten Gowa. *Skripsi*, 10–14.

Puji winarti. (2020). Persepsi Guru Pamong Terhadap Kompetensi Mahasiswa Praktik Penngalaman Lapangan (PPL) Prodi PGSD FKIP UNDARIS di Sekolah Dasar Di Wilayah Kecamatan Ungaran Barat Dan Timur Tahun Akademik 2018/2019. *Jurnalwawasan Pengembangan Pendidikan*, *Vol 07. No 07*, 44–54.

Sutisnawati, A. (2017). *Analisis Keterampilan Dasar Mengajar Mahasiswa Calon Guru Sekolah Dasar* (Vol. 8, Issue 1).

Saud, Udin Syaefuddin (2011). *Pengembangan Profesi Guru*.Cet. 4:Bandung: Alfabeta

Sanjaya wina. (2016). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenadamedia Group.

Sugiyono, (2018). Metode Penelitian Kualitatif Untuk penelitian yang bersifat:eksploratif,enterpretif, interaktif dan konstruktif. Bandung: Alfabeta

Usman, Moh. U (2013). *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya

Wahyuningrum, D. I. (2022). *Persepsi Guru Terhadap Praktik Mengajar Mahasiswa PPL FKIP Universitas Islam Riau Di SMA YLPI Pekanbaru Tahun Ajaran 2019/2020* (Doctoral dissertation, Universitas Islam Riau).