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The Relationship Between Pamong Teacher Guidances and The Succes of Student Educational Field Practice (PLK)

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ABSTRACT

The research problem background is the low of two-way communication between PLK students and tutor teachers, so that students have difficulty in dealing with the obstacles encountered during PLK at school. Based on this research, researchers are interested in doing research that purpose to reveal the relationship between Teacher Guidance and Student PLK Success. This research type was quantitative research through method in correlational. This research was done at the Civil Engineering Department, Engineering Faculty, Universitas Negeri Padang. The research respondents were Building Engineering Education Study Program students, Engineering Faculty, Universitas Negeri Padang who had followed in the PLK period July-December 2022. The technique for sampling used Total Sampling with a sample size of 45 respondents. The method for data collection uses a questionnaire and documentation of PLK grades filled in by the mentor teacher. The technique for analysis used is Product Moment correlation. The research results indicated that there is a positive and significant relationship between Teacher Guidance and Student PLK Success. The evidence was the correlation coefficient greater than r table which is 0.705 > 0.294 and a value of significance is 0.00 < 0.05.

Keywords: *Relationship; Teacher Guidance; Student PLK succes*

INTRODUCTION

Education is a systematic effort applied by educators to students, with the aim of achieving skills, intellectual intelligence, emotional, spiritual, and changes in behavior and character in order to create a learning atmosphere in the learning process [1]. So important is education for all aspects that the existence and progress of a nation's civilization comes from the successful implementation of education itself [2].

In education, educators such as teachers, tutors, lecturers and others are needed to support education. In article 1 of Law No. 20 of 2003 concerning the National Education System, it is written that the interpretation of an educator is an educational staff who has the ability to work as a teacher, facilitator, lecturer, instructor, counselor, tutor, student teacher, and others according to their specialty and contribute to efforts to implement education [3].

One of the universities built to form professional teaching candidates is Padang State University (UNP). UNP is expected to be able to create professional and competent educators. UNP consists of nine faculties, each of which has several study programs, one of which is the S1 Building Engineering Education (PTB) study program at the Faculty of Engineering,

Department of Civil Engineering. The PTB Study Program is a study program that aims to form prospective vocational educators who focus on the building sector [1].

To achieve these goals, UNP has implemented many programs such as providing courses that discuss and apply how to become a good teacher through the Educational Field Practice (PLK) course. According to the UNP PLK Guidebook (2020: 1), PLK is an academic activity carried out in schools or other educational places such as Special Schools (SLB), Learning Activity Centers (SKB), PAUD, kindergartens, elementary schools, junior high schools, high schools, and vocational schools. PLK is also a place to help students develop personality, social, pedagogical, and professional competencies that are obtained directly at the training school [4]. Seeing the importance of the role of PLK in providing real experience to prepare students to become prospective teachers, it is expected that a successful PLK of students in order to achieve the objectives of the implementation of PLK itself.

In the UNP Field Experience Program Guidebook (2020: 16), the success of PLK students can be seen from the ability of students to make teaching materials for providing material in class, understanding the material to be taught, and student intelligence in classroom management. This success is then measured in the form of grades obtained by students in the Field Experience Program course on the UNP academic portal, namely SIPPL UNP [5]. In the UNP SIPPL portal, there are ten categories of assessments that will be answered by the supervising teachers and lecturers of PLK students. Nine of these assessments are filled in by student teachers at school, such as observation sheets, lesson plans (RPP), teaching media, LKPD, guided teaching exercises, independent teaching exercises, school management skills, community life. and Non-learning. Students will be declared successful or pass the PLK course if the grade obtained is at least B and students will be declared unsuccessful or not pass the PLK course if they get a grade below B [5]. Students who get a PLK course grade below B, are required to retake the PLK course in the next semester.

Based on preliminary interviews in October 2022 conducted with several PTB Study Program students in 2019 who were participating in PLK, it was found that there were still students who had obstacles in preparing for learning in the classroom, such as the difficulty of PLK students in providing teaching material to students due to lack of understanding of lesson plans and lack of understanding of the new curriculum, namely the independent curriculum. There are also some students who are less interested in making interesting teaching media so that students are found giving assignments to students rather than explaining learning material because they are lazy to teach. In addition, there are also still difficulties for students to condition the class so that students remain orderly when learning is taking place if they are teaching alone and not accompanied by a tutor.

Meanwhile, the results of temporary observations in October 2022 on several student teachers who were responsible for guiding PTB UNP students, concluded that students still needed adjustments in making learning tools because the training school had implemented a new curriculum, namely the independent curriculum. Then it was also found that PLK students taught in a monotonous way, making the students taught bored and bored. This will also result in students not focusing on the lesson so that the class becomes disorderly. Based on some of the problems above, guidance and direction from the supervising teacher are needed so that PLK students become more directed in carrying out their duties as a teacher. Pamong teachers also added that students did not communicate the obstacles encountered, for example the obstacles in the initial interview with PLK students, so that pamong teachers thought students

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were able to complete their duties and responsibilities as teachers, including when compiling learning tools. This shows the importance of two-way communication between PLK students and the host teacher.

The duties and obligations of Pamong teachers in the implementation of PLK are in accordance with the UNP PLK Guidebook (2020: 9-10), namely explaining the duties of teachers both in learning activities (teaching) and activities outside of learning (nonteaching), providing direction and guidance to PLK students while planning and implementing teaching practices, discussing obstacles encountered during the PLK process, and evaluating and assessing teaching practices and other educational activities that have been carried out by PLK students [5].

Seeing the importance of the relationship between the guidance of Pamong teachers and the success of PLK students in schools, so that researchers have an interest in conducting research entitled "The Relationship between Pamong Teacher Guidance and the Success of Student Educational Field Practice (PLK) (Case Study: Study Program: Building Engineering Education, Padang State University)"

METHOD

The research carried out is included in quantitative research through the correlation method with the aim of revealing the relationship of two variables [6]. The variables in this study are Pamong Teacher Guidance with Student PLK Success. The population in this study is the PLK students of the Building Engineering Education Study Program, FT UNP for the July-December 2022 period, which is 45 people. The sample determination process uses the Total Sampling method, namely the entire population is determined as a sample [7], so the number of samples in this study is 45 students.

The data used are primary data and secondary data. Primary data is data that is achieved directly through the distribution of questionnaires of pamong teacher guidance, but for secondary data, data on the names and grades of PLK students in the Building Engineering Education Study Program, FT UNP for the July-December 2022 period. The instrument for research is designed based on the indicators of Pamong Teacher Guidance contained in the theoretical study, then formulated in the form of an instrument grid, which is 36 items asked. The instrument before being used in obtaining research data, previously the instrument was tested on 33 UNP PLK students in the July-December 2012 period outside the population who were no longer involved in the study. Based on the results of the analysis of the number of items asked that will be used in obtaining research data has a total of 32 items asked. Techniques in analyzing research data are through Data Description, Prerequisite Analysis includes Normality and Linearity testing, then Hypothesis testing which includes Correlation testing, techniques in analyzing data through the use of the SPSS version 25 program.

RESULTS AND DISCUSSION

Data Description

The study was carried out with the aim of revealing the relationship of the mentoring of pamong teachers to the success of student PLK. The research seeks to explore how the guidance and support provided by experienced pamong teachers influence the academic and personal achievements of students during their Practical Learning Experience (PLK). By examining various mentoring strategies and their outcomes, this study aims to identify key factors that contribute to the effectiveness of mentoring. The

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results are expected to provide insights that can enhance mentoring practices and ultimately improve student performance and satisfaction in their PLK activities. The results of the analysis of each variable can be seen in Table 1.

Table 1. Basic Statistical Calculation

Statistics			
		Pamong Teacher Guidance	Succes of PLK
N	**Valid**	45	45
	Missing	0	0
Mean		105.6222	90.9951
Median		105.0000	91.6600
Mode		102.00	75.64[a]
Std. Deviation		12.01380	5.06928
Variance		144.331	25.698
Range		55.00	23.51
Minimum		72.00	75.64
Maximum		127.00	99.15
Sum		4753.00	4094.78
a. Multiple modes exist. The smallest value is shown			

Pamong Teacher Guidance(X)

The results of the data description regarding the guidance of pamong teachers achieved through the research subjects of 45 students, achieved an average value (mean) at 105.62, the middle score (median) at 105, the score that comes out a lot (mode) 102, the highest score (maximum) 127, the lowest score (minimum) 72, standard deviation (std.Deviation) 12.01, variance 144.33, and range 55. To obtain an overview of the distribution of pamong teacher guidance can be done by calculation and can be displayed in Table 2 and the following histogram.

Table 2. Frequency Distribution of Pamong Teacher Guidance Score (X)

Interval Classes	Frequency	Persentation (%)
72 – 81	2	4.44
82 – 91	1	2.22
92 – 101	12	26.67
102 – 111	15	33.33
112 – 121	12	26.67
122 – 131	3	6.67
Total	45	100

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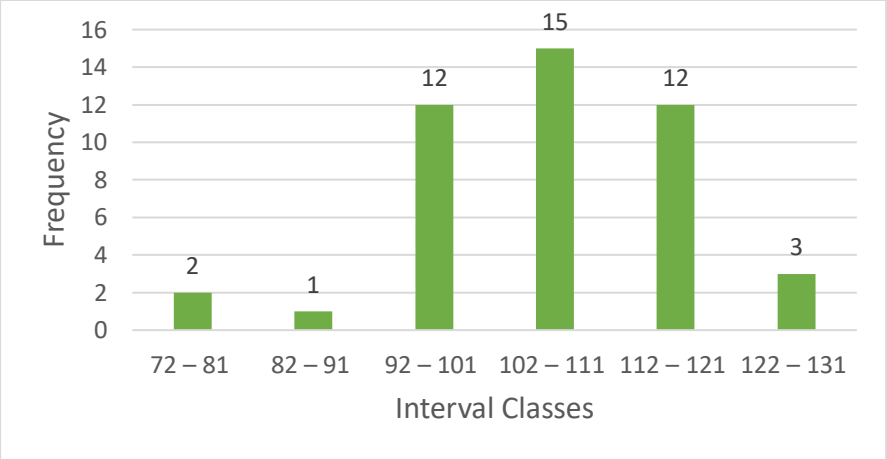

Figure 1. Histogram of Pamong Teacher Guidance(X)

Student PLK Succes (Y)

There is a spread of student PLK scores through the lowest score of 75.64 to the highest score of 99.15. Based on the distribution of scores, the mean is 90.99, the median score is 91.66, the mode score is 75.64, the maximum score is 99.15, the minimum score is 75.64, the standard deviation is 5.06, the variance is 25.69, and the range is 23.51. To obtain an overview of the distribution of student PLK success, it can be done by calculation and can be displayed in Table 3 and the following histogram.

Table 3. Frequency Distribution of Student PLK Succes (Y)

Interval Classes	Frequency	Presentaion (%)
75 – 79	2	4.44
80 – 84	3	6.67
85 – 89	10	22.22
90 – 94	19	42.22
95 – 100	11	24.44
Total	45	100

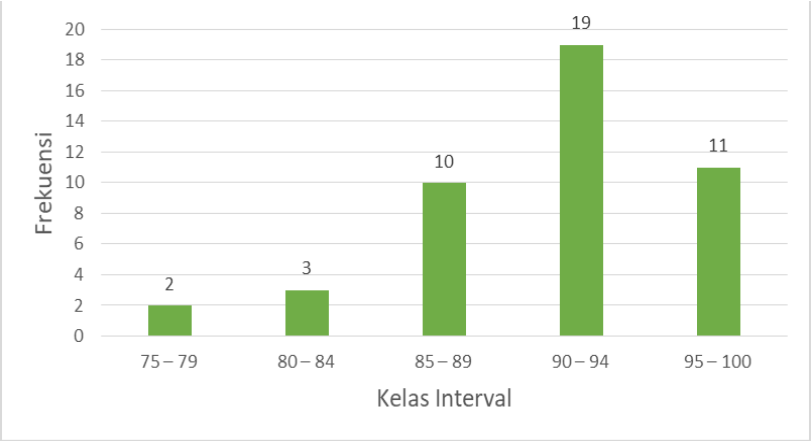

Figure 2. Histogram of Student PLK Succes (Y)

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Normality Test

Testing the normality of data using a sample of less than 50 respondents is done using the Shapiro-Wilk test [8]. The following are the results of the normality test calculation carried out using the SPSS version 25 program in Table 4.

Tabel 4. Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pamong Teacher Guidance	.958	45	.099
Student PLK Succes	.955	45	.079

In the normality test obtained from the Pamong Teacher Guidance data with the Success of PLK Students has a normal distribution on a significant number of variable X at 0.099 and variable Y at 0.079, meaning that the significance value is above 0.05.

Linearity Test

Linearity testing has the aim of obtaining information on the relationship between variables X and Y linear or not through the help of the SPSS version 25 program. The following are the results of the linearity test calculation carried out using the SPSS version 25 program in Table 5.

Table 5. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student PLK Succes * Pamong Teacher Guidance	Between Groups	(Combined)	997.744	27	34.509	2.949	.012
		Linearity	562.625	1	562.625	48.075	.000
		Deviation from Linearity	369.119	26	14.197	1.213	.345
	Within Groups		198.952	17	11.703		
	Total		1130.696	44			

The results of the analysis show that the Deviation from Linearity is 0.345 > 0.05. So. it can be concluded that the distribution of data on Pamong Teacher Guidance has a linear relationship to Student PLK Success.

Hypothesis Test

Hypothesis testing is carried out through the use of Pearson Product Moment correlation techniques. The following are the results of hypothesis test calculations carried out using the SPSS version 25 program in Table 6.

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Table 6. Correlation Coefficient of X and Y Variables

Correlations			
		Pamong Teacher Guidance	Student PLK Succes
Pamong Teacher Guidance	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	45	45
Student PLK Succes	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	45	45
**. Correlation is significant at the 0.01 level (2-tailed).			

In testing the correlation, a conclusion was reached where r count> r table = 0.705> 0.294 so that a conclusion can be reached that there is a great relationship from Pamong Teacher Guidance to Student PLK Success, and the results obtained a significance value of 0.00 <0.05, meaning that Pamong Teacher Guidance with Student PLK Success has a significant relationship

The results of the correlation test process research were achieved where there was a link from Pamong Teacher Supervision to the success of the Building Engineering Education Study Program Students FT UNP July-December 2022 period. This research is also in accordance with research entitled The Role of Pamong Teachers and Supervisors on the Success of Field Experience Practices (PPL) Students of the Physical Education Health and Recreation Study Program at Tunas Pembangunan University Surakarta 2017. From the results of the study we can know where there is an influence on the role of the tutor on the success of the PPL students of the PJKR Study Program [9].

CONCLUSION

Based on the data obtained through the results of this study, it can be concluded that there is a significant relationship between Pamong Teacher Guidance and the Success of PLK Students of the Building Engineering Education Study Program, FT UNP for the July-December 2022 period, with a correlation relationship in the strong category. This can be seen through the evidence that the correlation coefficient is above the r table, namely 0.705> 0.294 and a significance value of 0.00 <0.05.

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