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## Level of Difficulty in Implementing The Field Experience Program Teaching Physical Education

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### Abstract

The purpose of this study is to determine the level of difficulty of students in the implementation of the field experience program 2018 school year. This type of research uses quantitative descriptive research. The population in this study was all UIR FKIP health and recreation physical education students who had finished implementing PPL 2018 school year. The sample in this study amounted to 70 students using the Slovin 10% theory formula. The research instrument used a questionnaire with a number of 58 items, a Likert scale, and analysis data with percentage techniques. The results of this study indicate that the level of difficulty of students in the implementation of PPL academic year 2018. In the components of the learning preparation plan reached 67.67% classified as moderate (few experienced difficulties) and the components of learning activities amounted to 76.18% classified as easy (not so difficult). It can be concluded that after conduction research on students who have completed the field experience program 2018 academic year in the easy category (not so difficult) by having a percentage of 71,92%.

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## INTRODUCTION

The Field Experience Program (PPL) is an academic activity carried out by students in order to apply and improve pedagogical, professional, personal and social competencies which include knowledge, skills, attitudes and behavior of teachers with all their aspects (education) that are actually experienced in partner schools (Pratama, Lutfiyani, & Nugrahaini, 2015). This PPL aims to provide direct experience and training for prospective teacher students to be able to carry out their duties as teachers (Adriani, 2017).

The field experience program is a curricular activity which is the culmination of all educational programs that have been experienced and experienced by students of the Islamic University of Riau, so the Field Experience Program can be interpreted as a training event to apply various knowledge, attitudes and skills in the framework of forming professional teachers. PPL has school community goals, both in activities related to learning and activities that support the ongoing learning. PPL course competency standards are formulated with reference to 4 teacher competencies as mentioned in Law number 14 of 2005 concerning teachers and lecturers (Ngatman, 2013).

Field experience programs are student learning activities carried out in the field to integrate theoretical knowledge obtained from universities (Sriwijayanti, Setyawati, & Rosliyah, 2017). The stages of implementing the field experience program are determined based on the data of students who have registered for PPL 1 (micro teaching) and are declared to have passed at least a grade of c (Widodo, 2011).

Competency standards for the Field Experience Program are formulated with reference to the demands of four teacher competencies both in the context of learning and in the context of the life of teachers as members of society. The four teacher competencies referred to are pedagogical competence, personal competence, professional competence, and social competence. These competencies are formulated in accordance with the Teacher and Lecturer Law Number 14 of 2005 and Government Regulation Number 19 of 2005 concerning National Education Standards.

The goal of the Field Experience Program is to form students of the Faculty of Teacher Training and Education at the Riau Islamic University as prospective teachers who have a set of knowledge, skills, independence and values of attitudes and behavior required for their profession

and are able to apply knowledge for humanitarian purposes. Teaching exercises are very important activities for every prospective teacher. To meet the demands, each student or prospective teacher must be able to master all the basic skills in teaching. These skills will be provided during provisioning in the form of limited training in the form of micro teaching before carrying out the Field Experience Program activities. Implementation of the micro teaching program (pre PPL) aims to provide practical teaching practice in certain situations. Through this pre-PPL activity, prospective teacher students can practice various teaching skills (Teaching Skills) under controlled conditions, so that their competence can be improved (Kusmiyati, 2017).

(Dasmo & Sumaryati, 2015) stated that Field Experience Practice is one of the curricular components that requires integration between material and service masters. This means that the Field Experience Program is a program or course given to all students to gain experience as a prospective teacher.

(Asril, 2017) The field experience program is essentially doing, providing learning to someone or several people in the form of knowledge or others. Based on this statement, it can be concluded that the field experience program is an activity to apply knowledge in the learning process to develop knowledge that one already has to others.

From the theory above, it can be concluded that PPL is a compulsory activity that will be carried out by every student teacher candidate in applying the attitudes, knowledge and skills that have been acquired while in college, so that they have an insight into the world of work that will be carried out in the future.

(Samsudin, 2008) teaching and learning activities in physical education are very different in implementation from other subjects. Physical education is education through physical activity, by participating in physical activities, students can master skills and knowledge, develop movement values and positive attitude values and improve physical conditions to achieve physical education goals.

Based on the results of observations, there are phenomena experienced by students in the implementation of the Field Experience Program of the Penjaskesrek Department, namely: there are some students who have not been able to make Learning Preparation Plans for the teaching and learning process, have not been able to master the time given in the teaching and learning process, active and passive students

have differences when carrying out the teaching and learning process, as well as the lack of self-confidence of students in implementing the Field Experience Program, having difficulty when asked to make a one-semester lesson preparation plan, assisting teachers in providing student grades, and implementing in learning that is not in accordance with the Plan Learning Preparation.

Some relevant research results 1) (Fanani, 2016) Perceptions of civil service teachers at MTsN, MAN, and SMAN in Kediri City towards the pedagogic competence of PPL students are good with a percentage of 69.13%. However, there are several things that must be improved, such as understanding educational insights, understanding the characteristics of students, developing student potential, and developing curriculum and syllabus, as well as the ability to design learning according to the circumstances of students and the conditions of the school environment. 2) (Hashona, 2016) Perceptions of the implementation of PPL Fakultas Tarbiyah and Teacher Training IAIN Walisongo Semarang are good. However, there are several technical matters that must be addressed. Constraints and obstacles faced in the form of: internal, external and financial. An effective PPL policy is divided into two policies: management and financial.

Based on the description above, the authors are interested in conducting research on students of the Riau Islamic University Penjaskesrek Study Program, especially seventh semester students who have finished implementing the Field Experience Program with the title Difficulty Levels of Students of the FKIP UIR Penjaskesrek Study Program in Implementing the Field Experience Program for the 2018 Academic Year.

**METHOD**

This research is a descriptive study using a quantitative research design (descriptive quantitative) and documents (Electronic School Book) as a sample, using content analysis techniques. To obtain the data in this study, the development of the instrument used is a Likert scale. According to (Sugiyono, 2017) The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. Based on indicators to measure the difficulties of students who have implemented the Field Experience Program are:

1. Assessment of theories related to variables so that the constructs of these variables can be determined.
2. Determination of indicators of variables.
3. Arrangement of the instrument grid.
4. Preparation of statement details, then proceed with the measurement scale. The instrument for each variable is in the form of a questionnaire using a Likert scale which consists of five answers, namely:
  - a. Strongly Agree (ST) Got a score of 5
  - b. Agree (S) Got a score of 4
  - c. Doubt (RG) Got a score 3
  - d. Disagree (TS) Got a score 2
  - e. Strongly Disagree (STS) Got Score 1

To reveal the difficulties experienced by the Penjaskesrek Study Program students in implementing the Field Experience Program for the 2018 Academic Year, benchmarks or indicators are needed to indicate that someone has experienced difficulties at a certain level.

**Table 1.** Indicators of Student Difficulties in Implementing Field Experience Programs.

| Variable   | Rated aspect                                     | Indicator  |
|--|--|--|
| Learning Preparation Plan 1.<br>Formulation of Learning Objectives<br>Clarity and completeness of the scope of the formula | Conformity with basic competencies               | Selection and Organizing of Teaching Materials<br>Conformity with learning objectives / indicators                       |
| Conformity with the characteristics of students  | Material clutter and systematics                 | Determination of Learning Approaches / Methods<br>Conformity with learning objectives / indicators                       |
| Suitability with learning material   | Conformity with the characteristics of students  | Suitability with the allocation of time with the learning stages   |
| Clarity of the designed learning steps   | Selection of learning resources / Learning Media | Conformity with learning objectives / indicators   |
| Suitability with learning material   | Conformity with the characteristics of students  | Assessment of Learning Outcomes<br>The suitability of the assessment technique with the objective of learning indicators |

|  |  |  |
|--|--|--|
| Clarity of assessment procedures   | Completeness of instruments (questions, keys, guidelines, scoring)   | Appearance of RPP Documents a. Neatness, cleanliness             |
| Use of written language  | Implementing Learning Activities Learning Prepare the room, tools and learning media                           | Checking student readiness                                       |
| Opening Learning Performing perceptual activities                                    | Delivering competencies and activity plans   |  |
| Learning Core Mastery of the material  | Linking other relevant knowledge   | Associating matter with the reality of life                      |
| Demonstrates mastery of the material   | Learning Strategy Approach Carry out learning in accordance with the RPP                                       | Carry out learning according to the level of student development |
| Carry out learning according to the characteristics of the approach / method         | Carry out conceptual learning  | Carry out learning according to the allocation of time           |
| Utilization of Resources /   | Learning Media Demonstrate skills in using learning resources / media  | Produces an interesting message                                  |
| Involve students in the preparation and use of media / sources                       | Learning That Encourages and Maintains Student Involvement Cultivate student participation and positive habits | Respond positively to student participation                      |
| Facilitating teacher-student, student-student interactions                           | Shows conducive interpersonal relationships  | Fostering the joy and enthusiasm of students in learning         |
| Student Appearances in Front of Class Use clothes and make-up according to the rules | Show self-confidence, enthusiasm, sympathy, discipline   | Use spoken language clearly and fluently                         |

Source: (Panca Adi, 2015)

## RESULTS AND DISCUSSION

The lesson preparation plan in this study has 22 statement items including 9 positive statements and 13 negative statements given to 70 students as respondents. Based on the results of respondents' answers to the questionnaire in the learning preparation plan variable.

When viewed from the learning preparation plan variable, the statement answered by the respondent for the criteria Strongly Agree (SS) is 12.72%, Agree (S) is 44.61%, Doubt (RG) is 20.71%, Disagree (TS) 17.99% and Strongly Disagree (STS) 3.97%. In this variable, the achievement level of 67.67% is included in the medium category in the sense that the word has a little difficulty.

Carrying out learning activities in this study has 36 statement items including 23 positive statements and 13 negative statements given to 70 students as respondents. Based on the results of the questionnaire distributed in the variables carrying out learning activities

Meanwhile, when viewed from the state-

ments answered by respondents for the criteria Strongly Agree (SS) of 22.10%, Agree (S) by 50.15%, Doubtful by 16.34%, Disagree 9.32% and Strongly Disagree 2.06%

The results of this study indicate that the level of difficulty possessed by Physical Education students in the variables, learning preparation plans, namely in the formulation of learning objectives, selecting and organizing teaching materials, determining the learning method approach, learning instructional media, assessing learning outcomes and the appearance of RPP documents. Where in this variable, students are included in the medium category.

According to (Wasitohadi, 2016) at the stage of the lesson preparation plan, a practitioner must know the topic or lesson material, have knowledge sources, and make lesson plans. Where in making lesson plans includes the identity of subjects, competency standards, basic competencies, indicators of achievement (formulation of learning objectives, selection of teaching materials, determination of learning approaches, learning resources, assessment of learning outcomes, ap-

pearance of lesson plans documents).

The level of difficulty in the variables carrying out learning activities is in the sub-indicator of the learning strategy approach where this activity is included in the medium category. This could be due to the choice of the strategy used is not appropriate or the lack of knowledge that students have during the learning process.

According to (Wartoyo, 2016) learning implementation activities are: able to attract attention, express learning competencies, be able to apply learning strategies. The learning strategy approach chosen by the teacher.

According to (Arisandi, 2014) learning activities are carried out in accordance with the Learning Preparation Plan that has been prepared previously. If the lesson preparation plan is prepared based on meetings or subjects, the teacher must conduct lesson meetings that have been prepared with learning activities including: introduction (opening lessons), core activities, learning strategy approaches, utilization of media sources, assessment of learning outcomes. Closing activities are usually carried out by cooling or cooling.

## CONCLUSION

Based on the results of the research in the discussion that the difficulty level of Physical Education students in implementing the Field Experience Program for the 2018 academic year can be concluded as follows:

The lesson preparation plan obtained an achievement level of (67.67%) including the medium category (having a little difficulty).

Carrying out Learning Activities obtained an achievement level of (76.18%) including the easy category (not having too much difficulty).

Improving the quality of the debriefing process in Physical Education courses is done by pursuing the correct and correct process. In the aspect of preparing a learning preparation plan, a student should be able to formulate learning objectives, selecting and organizing teaching materials, determining learning method approaches, assessing learning outcomes and being able to make RPP documents.

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