

# ANALYSIS OF SCHOOL FIELD INTRODUCTION DIFFICULTIES FOR STUDENTS OF DEPARTMENT OF GEOGRAPHIC EDUCATION IN APPLICING TEACHING SKILLS IN SCHOOL DURING PANDEMIC

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## ABSTRACT

The purpose of this study was to examine the difficulties faced and the efforts that could use by PLP students in the Department of Geography Education Lampung University in applying teaching skills in schools during the Pandemic. The research method used is a qualitative descriptive approach. Collecting data using questionnaires, interviews, and documentation techniques. Data analysis was carried out using the Miles and Huberman model. The results of the research are (1) the difficulties experienced by students, namely the skills to open lessons, the skills to explain, the skills to provide reinforcement and the skills to carry out variations; (2) the efforts made in the form of holding a face-to-face meeting once and learning how to teach well through video media.

*Tujuan penelitian ini adalah untuk mengkaji kesulitan yang dihadapi dan upaya yang dapat digunakan mahasiswa PLP Jurusan Pendidikan Geografi dalam mengaplikasikan keterampilan mengajar di sekolah pada masa Pandemi. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif. Pengumpulan data menggunakan teknik angket, wawancara, dan dokumentasi. Analisis data dilakukan dengan menggunakan model Miles dan Huberman. Hasil dari penelitian adalah (1) kesulitan yang dialami oleh mahasiswa yaitu keterampilan membuka pelajaran, keterampilan menjelaskan, keterampilan memberikan penguatan dan keterampilan mengadakan variasi; (2) upaya yang dilakukan berupa pelaksanaan pertemuan tatap muka 1 kali dan mempelajari cara mengajar dengan baik melalui media video.*

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## Introduction

Developments in the world of education and technology demand superior and professional human resources. Human resource development must be adapted to the increasingly rapid development of the times. Teachers are professions that play an important role in preparing quality human resources through education.

Department of Geographic Education students are prepared to become teachers or educators. The teacher is a profession that requires special skills with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. So that to achieve educational goals, a teacher must be professional and competent.

Based on the rules that have been set in preparing professional teachers, it must start from the academic level both at the campus and field introductions at school as early as possible. This is intended so that prospective educators can understand and appreciate and have critical and analytical thinking about their profession as early as possible. Thus, all undergraduate education students are required to take part in the internship stage as an effort to prepare professional teacher candidates through the School Field Introduction (PLP or *Pengenalan Lapangan Persekolahan*). PLP competency standards refer to the demands of four teacher competencies, namely; pedagogic competence, personality competence, professional competence, and social competence. (Ansar *et al*, 2020).

The PLP course is one of the efforts in Rebuilding Education for effective achievement of goals carried out by the Educational Personnel Education Institution (LPTK or *Lembaga Pendidikan Tenaga Kependidikan*) in organizing the Bachelor of Education Program through the issuance of Permenristekdikti Number 55 of 2017. Thus, Faculty of Teacher Training and Education (FKIP or *Fakultas Keguruan dan Ilmu Pendidikan*) Lampung University has revitalized the education curriculum through the implementation of PLP begins in the Odd semester of the 2020/2021 Academic Year. The PLP course is a substitute for Field Experience Practice (PPL or *Praktik Pengalaman Lapangan*) which has been implemented in the undergraduate program in FKIP Lampung University.

PLP is an academic activity carried out by students in an effort to build and improve competence in a real school environment in the context of training. PLP can be interpreted as an educational program designed to train students to master complete and integrated teacher skills, so that after completing their education students are ready to independently carry out their duties as teachers according to their fields. The PLP program is a stage in preparing professional teachers at the Bachelor of Education level, in the form of assigning students to implement learning outcomes on campus by observing the learning process in schools/educational institutions.

In particular, PLP aims for students to be able to apply the basic knowledge and skills of teaching or education in a complete and integrated manner in actual situations so that they can build the foundation of educator identity through several forms of activities at partner schools, namely; (1) Curriculum analysis, (2) Reviewing and developing lesson plans, (3) Examining learning strategies, (4) Examining the evaluation system, (5). Examining the use of ICT in learning, (6) teaching exercises (7) Conducting non-teaching activities. (PLP FKIP Unila, 2020).

One of the important competencies mastered by teachers or prospective teachers is pedagogic competence. Pedagogical competence is not obtained suddenly but through a continuous learning process starting from the time as a prospective teacher or while in office to continuously and systematically, both in the pre-service period (teacher candidate education) and during in office.

A teacher or instructor needs to master two main abilities in teaching, the ability to master the material and the ability to master learning methods. No matter how perfect or ideal the curriculum is used, without being matched by the teacher's ability to implement it, the curriculum is not said to be optimal. The ability in question is basic teaching skills that must be mastered by the teacher earlier (Yuni, 2018). Teaching basic skills absolutely must be owned and mastered by teaching staff, because basic teaching skills provide a deeper understanding of teaching. Teaching is not just a process of delivering material, but involves broader aspects such as the development of attitudes, emotions, character, habits and values (Gilcman, 1991).

Basic teaching skills are quite complex professional competencies, as an integration of various teacher competencies as a whole and comprehensively. Basic teaching skills are basically in the form of basic and special forms of behavior that must be possessed by a teacher as initial capital to carry out learning tasks in a planned and professional manner (Rusman, 2011). Teaching skills are initial abilities or skills that teachers must have before entering or starting learning in the classroom. To improve the quality of education in

Indonesia, teachers must always train and improve their professional abilities and competencies, especially competence in carrying out learning (Bastian, 2019).

Nurdin (2016) said teaching and learning activities will be able to take place well and successfully if an educator teaches a subject that already has and fully mastered various teacher skills in teaching. Prospective student educators must master the components of teaching skills to be more effective (Ambarawati, 2016).

Indicators in teaching skills are the eight basic teaching skills, namely questioning skills, reinforcement skills, variation skills, explaining skills, closing and opening lessons, classroom management skills, skills to guide small group discussions, small group and individual teaching skills (Hasibuan & Moejiono, 2010). In teaching skills, it is very important for teachers to have no exception for prospective teacher students. If students as prospective teachers are not able to understand and apply teaching skills, it is very difficult for students to carry out practical field experience programs (Mulyasa 2008).

Currently the world is facing an outbreak of the Covid-19 Virus since last 2019 and in Indonesia it has been endemic since March 2020 until now in February 2021, thus changing many aspects of human life. This epidemic has an impact on the entire order of life, one of which is the field of education. The government has determined that education must continue to run even though it is online without face-to-face, from elementary to university levels as an effort to prevent the spread of covid. Thus learning at school is done online without meeting face to face. Of course this further limits the movement of educators and students in carrying out the learning process.

In implementation in the field, it is not uncommon to find difficulties for PLP students in implementing and building pedagogic competencies, namely teaching skills, even though in reality students have been provided with various early preparations before carrying out both material and other readiness practices (Nurbaya *et al*, 2019; Dewi *et al*, 2013; Badrus *et al*, 2018; Anselmus, 2020).

Moreover, during the COVID-19 pandemic, basic teaching skills are very unlikely to be applied directly or face to face, student teacher candidates can only apply online. So that in applying teaching skills in the classroom will be very limited. The purpose of this study was to examine the difficulties faced and the efforts that PLP students of the Geography Education Department could use in applying teaching skills in schools during the Pandemic.

## Method

This study uses a descriptive qualitative approach. Data collection techniques are using questionnaires, interviews and documentation. Using inductive theorization where all factors both oral and written from data sources that have been taken and presented to answer problems in research (Sumadi, 2008). The data were analyzed using triangulation, namely the technique of checking the validity of data units by utilizing other data unit parameters.

This research took place at the Lampung University, Bandar Lampung. The time of the research will be carried out in April – October 2020/2021. The subjects of this study were geography students totaling 15 people who represented every regency and city in Lampung Province in carrying out the PLP in 2020/2021. The research subjects were taken using a purposive sampling technique based on the location of the PLP students in each regency and city in the Lampung Province.

Research data collection is done through questionnaires, interviews and documentation. Interviews were conducted to obtain accurate information about the difficulties faced by PLP students. Analysis of the data in this study, the researchers used the Miles and Huberman model, namely data reduction, data presentation, conclusion drawing and verification. The analysis technique uses qualitative descriptive data, the procedure is data from interviews, observations are collected and then processed by re-typing using the following steps: 1) research data is typed in field notes (filed note) each note that has been compiled then reflection is given the researcher's interpretation from these findings, 2) data reduction, activity is the first component in the analysis, by selecting, focusing (Ambarawati, 2016).

## Results and Discussion

### 3.1. Difficulties of PLP Students in the Geography Education Study Program in Applying Teaching Skills in Schools During a Pandemic

Based on the results of the study, from 15 research subjects 12 subjects carried out classroom learning using Whatsapp™ groups and 3 people carried out learning using Zoom and Google meet. The choice of learning by using Whatsapp™ groups is due to the limitations of internet signal because some PLP locations are in districts in Lampung

#### 3.1.1. Opening Skills (Set Induction)

Students Prospective geography education teachers have the skills to open lessons that are still not well implemented. Indicators making references and making connections are carried out well, but indicators attracting attention and generating motivation are still not optimal. One of the reasons for this is the implementation of online learning. Learning using Whatsapp™ groups is the most common choice due to inadequate internet network.

The results of the study indicate that the mastery of teaching skills for prospective mathematics education teachers is still not good. This conclusion is based on the results of the average score of opening lessons, which is 51.60.

#### 3.1.2 Explaining Skill

Prospective geography education teachers have implemented the skill of explaining. In the aspect of material accuracy, it can be implemented well, but in the aspect of using the method and mastering competence it is still not optimal.

The use of methods that can arouse student activity and make students able to engage with other students has not been seen, because almost all of the student teacher respondents use the lecture and question and answer method in the implementation of learning. The division of groups is carried out to complete assignments at home, not during the learning process. In addition, the limitations in online learning are that prospective teacher students have not been able to use learning methods that can create a pleasant atmosphere in the classroom. Based on the findings in the field in several cases, it was found that when online learning classes were carried out, student participation in online learning was something that needed to be appreciated because it was not uncommon for students not to join learning for reasons of difficult signals and limited quotas.

In addition, in the implementation of learning media, which are widely used in the form of powerpoints and videos from Youtube™. The variation in the use of learning media is still very less. The research shows that the mastery of the skills to explain the lessons carried out by prospective students of geography education teachers is not carried out well. This conclusion is based on the average score of explaining skills, which is 46.58.

#### 3.1.3. Question Skills (Question Skills)

Students who are prospective teachers of geography education have excellent questioning skills. Almost all indicators of questioning skills can be implemented starting from the disclosure of questions clearly and briefly, giving references/instructions, shifting the turn of questions by several students, distributing turns randomly. It's just that the aspect of giving time to think and giving guidance has not been realized properly. Ideally, asking questions does not mention the name of the student first, but gives the question first and gives students time to think about the answer and then mentions the name of the student who is appointed to answer the question.

The results showed that the mastery of students' questioning skills for geography education teacher candidates was good. This conclusion is based on the average questioning skill score in the teaching practice, which is 81.07. It can be concluded that the student teacher candidates have been able to do the questioning skills well.

#### 3.1.4. Reinforcement Skills

Students who are prospective teachers of geography education have implemented reinforcement skills in the learning process. However, not all indicators in providing reinforcement can be carried out. The indicators that have been implemented are: Strengthening certain students and providing immediate

reinforcement. For Group Reinforcement and variations in reinforcement have not been seen to be carried out. variations in reinforcement should vary, not be limited to one type, such as giving praise, confirming that the student's answer is correct, giving prizes and so on.

The results of the study indicate that mastery of skills to strengthen prospective students of geography education teachers is still in the category of not yet implemented properly. This conclusion is based on the average score of skills to provide reinforcement in the implementation of learning, which is 55. So it can be concluded that student teacher candidates still experience problems in applying teaching skills in the aspect of giving strength.

### **3.1.5. Variation Skills**

Students Prospective geography education teachers on average have the skills to carry out variations that are not carried out well. Indicators of variation in teaching methods, variations in the use of media, and variations in patterns of interaction and student activities are still not optimal in their implementation.

In the implementation of learning, variations in sound are needed so that learning is more attractive to students. The use of voice variations cannot be done in learning via Whatsapp™ groups. Because usually teachers only carry out learning with written messages. Student teacher candidates provide material in the form of articles, powerpoints, and videos. So there is no variation in sound. Likewise with the concentration of students' attention, the silence or silence of the teacher for a moment during learning, eye contact, body movements and mimics, changing the teacher's position in the classroom and movement cannot be carried out. The variety of tools or materials that can be seen, heard, has been implemented, but the variety of tools and materials that can be seen, heard, and touched as well as the variety of tools or materials that can be touched, manipulated, and moved has not yet been implemented.

The interaction pattern that occurs in learning on average is a teacher-student interaction pattern, although there are times when a teacher-student-teacher interaction pattern also occurs. This is because online learning is very limited and it will be difficult to arrange more varied interaction patterns.

The results of the study indicate that the mastery of the skills of conducting variations of prospective students for geography education teachers is not very well implemented. This conclusion is based on the average variations skill score, which is 30.5.

### **3.1.6. Closure Skills**

Students Prospective geography education teachers have excellent closing skills. All indicators have been achieved, but have not been achieved in evaluating indicators, namely the characteristics of skills demonstration.

The results showed that the mastery of students' closing skills for geography education teacher candidates was on average well done. This conclusion is based on the average closing skill score, which is 72.13.

### **3.1.7. Discussion Guiding Skills**

Students Prospective geography education teachers have implemented the skills of guiding discussions but their implementation is not optimal. Because the formation of discussion groups is carried out with the aim of completing assignments given to students or homework, not to carry out discussions during learning. Some of the indicators that have been achieved are forming discussion groups and providing input and suggestions when asked when students carry out discussions.

The results showed that the mastery of students' closing skills for geography education teacher candidates was on average well done. This conclusion is based on the average closing skill score, which is 88.86.

## **3.2 Efforts of Student Prospective Teachers to Minimize Difficulties in Applying Teaching Skills**

To be able to overcome this, firstly it is necessary to raise awareness from within, prospective teacher students are aware of the conditions of the current situation, which does not allow learning to be carried out face-to-face, which causes lecture activities to be carried out online. Limitations in implementing online teaching skills make it difficult for prospective teacher students to apply existing indicators. Efforts are being made, namely occasionally maximizing the use of existing social media, which can reveal voices and body gestures in teaching. Conduct face-to-face meetings once during the PLP period. To add references in



applying teaching skills by viewing videos of teaching practices carried out by individuals and groups from educational institutions via Youtube™.

## Conclusion

Based on the results of the study, it was found that the implementation of online learning made the movement of prospective geography teacher students very limited in applying indicators of teaching skills. Overall, it can be concluded that prospective geography teacher students are still constrained and find it difficult to apply teaching skills during this pandemic considering that learning is carried out online apart from that the selection of learning applications used is not so flexible because the network conditions are in accordance with the quality of the network in their respective areas. .

1. The difficulties experienced by prospective teacher students in applying teaching skills are set induction skills with an average score of 51.6; explaining skills with an average score of 46.58; skills to provide reinforcement with an average score of 55; and variation skills with an average score of 30.5. Meanwhile, other aspects have been implemented well, namely the skill of asking questions with an average score of 81.07; closing skills with an average score of 72.13; and skills guiding discussions with an average score of 88.86.
2. Efforts to overcome these obstacles are by holding face-to-face meetings once during the PLP implementation and also frequently viewing videos on how to teach from other educational institutions via Youtube™.

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