

## **Teaching Ability of Students Field Experience Practices in Palembang**

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**Abstract:** The purpose of this study is to describe teaching ability of field experience practice students at SMA/SMK in Palembang. The method used is descriptive method. Research population consists of students and tutors where students carry out practice as much five schools, Sample subject study taken as many as 20% of which amounted to 31 high school students, 46 vocational students, while the sample of civil servant teachers in this study amounted to 8 senior high school civil servants and 3 vocational high school civil servants. Data collection techniques using questionnaire for good students and tutors. Analysis data by percentage. The conclusion of the study shows that the overall teaching ability of field experience practice students at SMA/SMK in Palembang City is quite good. This paper indicates that the teaching skills of field experience practice students need to be further improved so that the application of basic teaching skills can be carried out as well as possible.

**Keyword:** Teaching Skill, Field Experience Practice, SMA/SMK Palembang

### **1. Introduction**

The Law on teachers and lecturers was in No. 14 of 2005 mentions four competencies that must be possessed by a professional teacher. The first is pedagogic competence, namely the ability in the field of teaching and teaching. The second is professional competence, namely the teacher's mastery of scientific material that is his field of teaching. The third is social competence, namely the

ability of teachers to cooperate with other teachers, school structures, parents or the community in order to make their teaching tasks successful. Fourth is personal competence, namely individual characters as role models for society, especially for students. Teaching is an art, not assembling a machine using spare parts that have been patented from the factory. A teacher must make observations, analyze students, choose strategies, evaluate and continue to improvise in the teaching process carried out. Each condition, good student, class, neighborhood or school facility has a special character that demands artistry of a teacher in teaching (Habibi, 2015).

Teacher is one component of the human in the learning process, which contributed to the business establishment of human resources potential in the field of development. Therefore, the teacher who is one of the elements in the field of education must participate actively and place his position as a professional, in accordance with the demands of a growing society. In a special sense it can be said that in every teacher lies the responsibility to bring his students to a certain maturity or level of maturity. In this context, the teacher is not merely a teacher who *transfers knowledge*, but also as an educator who *transfers values* and at the same time as a "guide" who provides direction and determines students' learning. In this regard, the teacher actually has a very important role. unique and very complex in the teaching and learning process, in its efforts to deliver students/students to the level that they aspire to. Therefore every teacher activity plan must be able to be positioned and justified solely for the benefit of students, in accordance with the profession and responsibilities.

The teacher's duties and responsibilities are very broad, but the task of teaching in front of the class is one of the most important tasks. So important that the success or failure of a teacher is often measured only from this aspect. The teacher will be said to be smart if he can teach in front of the class well as such, prospective teachers must master a variety pengetahu and skills needed to become a professional teacher. Knowledge in the subject area being taught, effective communication skills, expertise in making teaching preparations and learning media, mastery of classroom action research techniques, and several other abilities are examples of how many things a prospective teacher must learn.

Learning is a human process to achieve various kinds of competencies, skills, and attitudes, all of which are usually done by everyone from birth to the end of life. In the Big Indonesian Dictionary, etymologically learning means "trying to gain intelligence or knowledge". While learning is a conscious effort to

manage the teaching and learning process (Wahyulestari, 2018). Learning is a way that can improve one's life. By studying, a person can gain as much knowledge as possible that can be used to do something for a better life. Learning can be done anywhere and in any way (Palittin, et al, 2019).

Learning is an assistance provided by the teacher so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur (Indriani, 2019). Learning is a process in which teachers and students interact or have reciprocal relationships in educational situations to achieve certain goals. (Hariyadi, A., & Darmuki, 2019). In relation to teacher responsibilities, teaching practice is always a very vital activity for every teacher candidate. To fulfill the demands to be able to place one's personality fully and professionally in the field of teaching, it is not as easy as some people imagine. In this case, as prospective teachers, students are required to improve their ability to carry out the teaching profession through the implementation of Field Experience Practice by every student majoring in education. This has been regulated by various teacher education institutions, including IKIP and FKG/FKIP within the university.

Prior to the implementation of direct teaching practice activities. Field experience program conducted by students. It is divided into two stages 1) along with *micro teaching* is carried out on campus like other subjects; and 2) is outside the campus, namely in schools. With practical activities students in schools, it will be clear to what extent the student's ability to apply and develop the knowledge gained during educational practice will be clear. This field practice activity requires students to be able to teach in front of the class as well as possible. Most practical students will feel nervous and do not master the class when the teaching and learning process takes place. This problem will be faced by every student.

To be able to meet the demands of teaching in front of the class well, it is necessary to have supervision and guidance carried out by the civil servant teacher who will guide students as prospective teachers (Maulid, 2017; Puspitasari et al, 2020). Then the participation of students as learners must also pay attention to teaching and learning activities, whether the activities of the teaching and learning process carried out by students can really be accepted by students or not.

Field experience practice is an intracurricular activity carried out by students which includes both teaching activities and non-teaching educational tasks in a guided and integrated manner to meet the requirements for the formation of the educational profession. Field experience practice is one of the

intracurricular activities carried out by students which includes practical classroom learning and school practice. The practice of learning in the classroom is an exercise in carrying out learning activities by students in the classroom, starting from the preparation of learning preparation, implementation of learning to evaluation of learning. For this reason, students are required to be able to prepare learning preparations, master the material provided, presentation techniques, have adequate attitudes and teaching styles, manage classes well and carry out evaluation activities. While the practice of schooling is schooling activities programmed by the organizing committee and guided by the schools (principals, teachers, tutors and so on) to the students of the practitioner, either in the form of administrative tasks, guidance and other tasks (Murtafala, 2020). Field experience practice in SMA/SMK in Palembang City is a series of activities to implement various educational theories that have been obtained in the world of education, in the form of learning in schools and madrasas (Rusydiyah et al, 2018). The field experience practice is one of the curricular activities carried out by students, which includes both teaching exercises (Mubarok, 2020).

## **2. Methods**

This study used a questionnaire to obtain data from students and tutors where students practice teaching training Data obtained from distributing questionnaires to 31 students SMA, 46 SMK students, 8 SMA civil servant teachers and 3 SMK civil servant teachers after students carried out field experience practice in 2020/2021 spread across the Palembang city area, SMA N 4 Palembang, SMA N 8 Palembang, SMA Ethika Palembang, SMA Pembina Palembang, Setia Darma SMK Palembang. Before distributing the questionnaire to students and civil servant teachers, the questionnaire was first tested on the supervisor to find out whether the questionnaire results were valid and reliable to be given. Then the students and tutors who were sampled were given a questionnaire consisting of 23 item questions with alternative answers A worth 4, answer B worth 3, answer C was worth 2 and answer D was worth 1. Then the questionnaire was analyzed using the percentage formula whose results can later be it is known whether the teaching ability of field experience practice students in SMA/SMK in the city of Palembang for the 2020/2021 academic year is classified as very good, good enough, not good or very bad

### 3. Results and Discussion

The results of this study determines the extent to which students and civil servant teachers evaluate the teaching ability of field experience practice students. in SMA/SMK in the city of Palembang for the 2020/2021 academic year. To search for variable data on the assessment of students and tutors, a questionnaire was used with the indicators: the first part is to reveal the assessments of students and tutors on the teaching abilities of field experience practice students in opening lessons, namely numbers 1 to 4. The second part is to reveal the assessments of students and tutors on field experience practice students' teaching abilities in mastering the material and delivering material are numbers 5 to 7. The third part is to reveal the assessment of students and tutors on the teaching abilities of field experience practice students in learning interactions and learning scenarios, namely numbers 8 to 13. The fourth part is to reveal student assessments and tutors on the teaching abilities of field experience practice students in the use of language, movement skills and allocation, which are numbers 14 to 18. The fifth part is to reveal the assessment of students and tutors on the teaching abilities of field experience practice students in evaluation, which is number 19. Part Sixth, to reveal the assessment of students and tutors on the teaching abilities of field experience practice students in closing lessons, namely numbers 20 to 23.

Based on the average percentage that the assessment of civil servant teachers of SMK on the ability of field experience practice students in closing lessons according to the provisions of the criteria is quite good with a percentage of 100%. From the six indicators above, overall they are summarized in the following table:

Table 1. Assessment of students and tutor teachers on the teaching abilities of field experience practice students in SMA/SMK in Palembang city

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening the lesson	43	77	4	0	34.68	62.09	3.22	0
2	Master of Materials and Delivery of Materials	26	61	6	0	27.96	65.59	6.45	0
3	Learning Interaction and Learning Scenarios	45	116	25	0	24.19	62.36	13.44	0
4	Use of Language, Appearance Motion and Allocation Evaluation								25 108 22 0 16.13 69.68 14.19 0 3 24 4 0 9.68 77.42 12.90 0
	Closing Lesson	26	92	6	0	20.97	74.19	4.84	0
Total		168	478	67	0	22.27	68.56	9.17	0

From the table above it can be concluded that the high school students' assessment of the teaching ability of field experience practice students in SMA/SMK in Palembang city in the 2020/2021 teaching, namely 22.27% said it was very good, 68.56% said it was quite good, 9.17% said it was not good and 0% was very bad.

Table 2. Assessment of students and civil servant teachers on the teaching abilities of field experience practice students in SMA/SMK in Palembang city

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	54	123	7	0	23.48	66.85	3.80	0
2	Master of Materials and Delivery of Materials	34	89	12	0	23.48	68.85	3.80	0
3	Interaction of Learning and Learning Scenarios	59	170	47	0	21.37	61.59	16.95	0
4	Use of Language, Appearance motion and Allocation Evaluation								63.13 33.00 27.39 58.14 14.39 0
	Closing Lesson	52.17	96	27	0	32.61	60	14.67	0
Total		278	641	135	0	24.29	61.46	12.19	0

From the table above it can be concluded that the student assessment of the teaching ability of field experience practice students in SMA/SMK in Palembang city, namely 24.29% said it was very good, 61.46% said quite good, 12.19% said it was not good and 0% was not very good.

Table 3. Rating students and tutors on the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	2	28	2	0	6.25	87.5	6.25	0
2	Master of Materials and Delivery of Materials	4	18	2	0	16.7	75	8.33	0
3	Interaction of Learning and Learning Scenarios	3	37	8	0	6.25	62.36	16.67	0
4	Language Use, Movement Performance and Allocation	15	27	2	0	37.5	56.5	5	0
5	Evaluation	4	3	1	0	50	37.5	12.5	0
6	Closing the Lesson	17	14	1	0	53.13	43.75	3.13	0
Total		45	127	16	0	28.31	63.01	8.65	0

From the table above, it can be concluded that the assessment of civil servant teachers on the teaching ability of field experience practice students in

SMA/SMK in Palembang city is 28.31% stating very well, 63.01% stating quite good, 8.65% stating not good and 0% very bad.

Table 4. Assessment of students and tutors on the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	0	9	3	0	0	75	25	0
2	Master of Materials and Delivery of Materials	0	8	1	0	0	88.89	12.5	0
3	Learning Interaction and Learning Scenarios	0	14	4	0	0	37.5	6,67	0
4	Language Use, Movement Performance and Allocation	0	14	1	0	0	93,33	0	0
5	Evaluation	0	3	0	0	0	100	0	0
6	Closing the lesson	0	12	0	0	0	100	0	0
Total		0	60	9	0	8.33	82.45	9.21	0

From the table above it can be concluded that the assessment of senior high school teachers Overall, it is quite good (63.01%) and the overall assessment of civil servant teachers is quite good (82.45%). Stated quite good, 9.21% Stated Not good 0% Very Not good. Thus the teaching ability of field experience practice students in SMK/SMA in Palembang city based on high school students as a whole is quite good (68.56%), the overall assessment of vocational students is quite good (the overall assessment of senior high school teachers is classified as good enough (63.01%) and Overall Vocational High School Teacher Assessment is quite good (82.45%) Based on the average percentage that the SMK civil servant teacher's assessment of the ability of field experience practice students in closing lessons according to the provisions of the criteria is quite good with a percentage of 100%. Overall, they are summarized in the following table:

Table 5. Assessment of students and tutors on the teaching ability of field experience practice students in SMA/SMK in Palembang city

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	43	77	4	0	34.68	62.09	3.22	0
2	Master of Materials and Delivery of Materials	26	61	6	0	27.96	65.59	6.45	0
3	Learning Interactions and Learning Scenarios	45	116	25	0	24.19	62.36	13.44	0
4	Use of Language, Appearance Motion and Allocation								25 108 22 0
	Evaluation								16.13 69.68 14.19 0
	Closing the Lesson	26	92	6	0	20.97	74.19	4.84	0
Total		168	478	67	0	22.27	68.56	9.17	0

From the table above it can be concluded that the high school students' assessment of the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang, namely 22.27% said it was very good, 68.56% said it was quite good, 9.17% said it was not good and 0% was very bad.

Table. 6. Assessment of students and civil servants on the teaching abilities of field experience practice students in SMA/SMK in Palembang city

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	54	123	7	0	23.48	66.85	3.80	0
2	Master of Materials and Delivery of Materials	34	89	12	0	23.48	68.85	3.80	0
3	Interaction of Learning and Learning Scenarios	59	170	47	0	21.37	61.59	16.95	0
4	Use of Language, Appearance of Movement and Allocation Evaluation								63.134.33.0 27.39.58.14 14.39.0 8.29.9.0.17.39 63.04.19.56.0
	Closing Lesson	52.17	96	27	0	32.61	60	14.67	0
Total		278	641	135	0	24.29	61.46	12.19	0

From the table above, it can be concluded that the student's assessment of the teaching ability of field experience practice students in SMA/SMK in the city of Palembang, namely 24.29% said it was very good, 61.46% said it was quite good, 12.19% said it was not good and 0% said it was not very good.

Table 7. Assessment of students and tutors on the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	2	28	2	0	6.25	87.5	6.25	0
2	Master of Materials and Delivery of Materials	4	18	2	0	16.7	75	8.33	0
3	Interaction of Learning and Learning Scenarios	3	37	8	0	6.25	62.36	16.67	0
4	Use of Language, Appearance of Movement and Allocation	15	27	2	0	37.5	56.5	5	0
5	Evaluation	4	3	1	0	50	37.5	12.5	0
6	Closing the Lesson	17	14	1	0	53.13	43.75	3.13	0
Total		45	127	16	0	28.31	63.01	8.65	0

From the table above, it can be concluded that the assessment of civil servant teachers on the teaching abilities of field experience practice students in SMA/SMK in Palembang city is 28.31% stating very well, 63.01% stating quite good, 8.65% said it was not good and 0% was not very good.



Table 8. Assessment of students and tutors on the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang

No	Indicator	Number of Assessments				%			
		A	B	C	D	A	B	C	D
1	Opening Lessons	0	9	3	0	0	75	25	0
2	Master of Materials and Delivery of Materials	0	8	1	0	0	88.89	12.5	0
3	Learning Interaction and Learning Scenarios	0	14	4	0	0	37.5	6.67	0
4	Language Use, Movement Performance and Allocation	0	14	1	0	0	93.33	0	0
5	Evaluation	0	3	0	0	0	100	0	0
6	Closing the lesson	0	12	0	0	0	100	0	0
Total		0	60	9	0	8.33	82.45	9.21	0

From the table above it can be concluded that the assessment of senior high school teachers Overall, it is quite good (63.01%) and the overall assessment of civil servant teachers is quite good (82.45%). Stated quite good, 9.21% Stated Not good 0% Very Not good. Thus the teaching ability of field experience practice students at SMK/SMA in Palembang city based on high school students as a whole is quite good (68.56%), the overall assessment of vocational students is quite good (the overall assessment of senior high school teachers is classified as good enough (63.01%) and the Overall Vocational High School Teacher Assessment is quite good (82.45%).

From the results of the research conducted by the author, it can describe the level of success of field experience practice students on teaching abilities carried out while students practice at school, by giving a questionnaire to students and tutors then get answers from respondents regarding the assessment of field experience practice students and teachers on the teaching abilities of field experience practice students in SMA/SMK for the 2020/2021 academic year, as can be seen in the indicators below. Overall, the six indicators of the learning process in class for field experience practice students are even semesters the 2020/2021 academic year based on high school student assessments of field experience practice students' teaching activities are stated to be very good, 68.56% of field experience practice students' teaching activities are stated to be quite good, 9.17% teaching activities of field experience practice students were stated to be not good, and 0% teaching activities of field experience practice students were stated to be very bad. Overall, from the six indicators of the learning process in the classroom for field experience practice students. Even semester of the 2020/2021 academic year based on the assessment of vocational

students of field experience practice student teaching activities were stated to be very good, 61.46% field experience practice student teaching activities were declared quite good, 12.19% field experience practice student teaching activities. declared unfavorable, and 0% teaching activities for field experience practice students. declared very bad.

Overall, of the six indicators of the learning process in the classroom for field experience practice students in the even semester of the 2020/2021 academic year based on the assessment of senior high school teachers of field experience practice student teaching activities were stated to be very good, 63.01% field experience practice student teaching activities were declared quite good, 8.65% teaching activities of field experience practice students were stated to be not good, and 0% teaching activities of field experience practice students were stated to be very bad.

From the data above, it can be stated that most of the practicing students are quite good in learning interactions and learning scenarios, this is because practical students have mastered the suitability of the learning steps, the effectiveness of classroom management, the accuracy of questioning/responding techniques, using time lapse, suitability learning methods and media with basic competencies, as well as skills in using media and learning resources (Dewi and Rusdinal, 2020; Handayani et al, 2020; Hapizoh et al, 2020). From the data above, it can be stated that most of the practical students are quite good at closing the lesson, this is because the practical students have mastered the activities of closing the lesson including making conclusions, repeating briefly, delivering the next material and giving Duty. Overall, of the six indicators of the learning process in the classroom for field experience practice students in the even semester of the 2020/2021 academic year based on the assessment of the SMK civil servant teacher of field experience practice student teaching activities were declared very good, 82.45% of field experience practice student teaching activities were declared quite good, 9.21% teaching activities of field experience practice students were stated to be not good, and 0% teaching activities of field experience practice students were stated to be very bad. Thus, the assessment of students and civil servants on the teaching abilities of field experience practice students in SMA/SMK in the city of Palembang for the 2020/2021 academic year is quite good.

#### **4. Conclusion**

The teaching ability of field experience practice students in SMA/SMK in the city of Palembang for the 2020/2021 academic year based on the overall assessment of high school students is quite good, the overall assessment of SMK students is quite good, the overall assessment of senior high school civil servants is quite good and the overall assessment of vocational high school teachers is quite good. Students can pay attention to the activities of field experience practice students in carrying out learning practices by providing feedback or input for field experience practice students in teaching, to the extent of students' knowledge from learning experiences with the teacher of the subject in question. The civil servant teacher can further improve his efforts in guiding and assessing field experience practice students, especially in guiding basic teaching skills. field experience practice students can carry out field experience practice as well as possible, especially in teaching skills, namely evaluating and closing lessons.

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