THE EFFECT OF ONLINE LECTURES AND PPL II ON STUDENT READINESS TO BECOME TEACHERS AT FKIP ULM

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Abstract.

Education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources. One of the efforts to prepare the ability of prospective teachers to deal with learning tasks, can be done through the Field Experience Program (PPL) and also a program which is a training ground to determine the various knowledge, attitudes and skills of teachers, they can carry out tasks and responsibilities independently. professionals, as well as the framework for the formation of professional teachers. Online learning activities carried out by FKIP ULM students during the implementation of PPL II in the 2021/2022 academic year are assisted by applications such as zoom and google meet. Judging from the results of a survey conducted by the author on economic education students, what happened in the field of online PPL implementation is that it cannot be said to be maximally implemented, because many students complain about factors inhibiting online learning activities carried out by students, inhibiting factors for PPL implementation such as quotas, networks, inadequate devices from students and from students themselves as well as online learning platform media which are still underutilized by teachers or students, resulting in difficulties in carrying out learning interactions between students and teachers or students in the learning process . Therefore, it is very necessary for students to have the readiness to become teachers, both online and offline.

Keywords: *Online Learning, Readliness to Become a Teacehr*..

1. INTRODUCTION

The quality of education is always related to a teacher. The teacher is an asset in an educational gateway. The success of human resource development in a nation starts from how the education of the nation's generation is developed, and this is directly related to the quality of the teachers. But the quality of education to date remains an important issue. A teacher must have competence that will show the quality of the teacher in teaching. This competency will be manifested in the form of knowledge and professional mastery in carrying out its function as a teacher.

PPL II activities are usually carried out face-to-face, but the conditions of the Covid-19 pandemic that have occurred in Indonesia since the beginning of March 2020 have made it impossible for students to go directly to the field in PPL courses because the

spread of Covid-19 in Indonesia has not shown a graph of a decline in cases. In accordance with the recommendations of the Director General of Higher Education, practical courses should be conducted online wherever possible. To address this, PPL at FKIP ULM Odd Semester 2021/2022 is being held online with partner schools/institutions that have worked together. If students experience signal difficulties in their area, they can look for partner schools/institutions closest to where they live.

This policy was issued to prevent the formation of new clusters for the spread of the Covid-19 pandemic. By holding PPL online, it is hoped that this policy can reduce the chain of transmission of Covid-19. This is supported by Circular Number 15 of 2020 concerning Guidelines for Implementing Learning from Home in the Emergency Period of the Spread of Covid-19 issued by the Ministry of Education and Culture (Kemendikbud). In this circular it is stated that the purpose of implementing Learning From Home (BDR) is to ensure the fulfillment of students' rights to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in education units and ensure the fulfillment of psychosocial support for educators, students, and parents. Online teaching and learning activities can be carried out through media such as Google Meet, Zoom, Whatsapp, and other online media.

From the results of a survey conducted by the author on Economics Education students, what happened in the field of implementing PPL online in fact still cannot be said to be maximally implemented, because many students complain about factors inhibiting online learning activities carried out by students, inhibiting factors for implementing PPL such as quota, network, Inadequate devices from students and from students themselves as well as online learning media platforms that are still underused by teachers or students, resulting in difficulties in carrying out learning interactions between students and teachers or students in the learning process. Based on a survey conducted by researchers, as PPL II practitioners during a pandemic like this, students are required to be able to carry out teaching and learning activities online and there are also students who have difficulty delivering material using an online learning system.

Online learning activities carried out by FKIP ULM students during the implementation of PPL II in the 2021/2022 academic year are assisted by applications such as zoom and google meet. Judging from the results of a survey conducted by the author on economic education students, what happened in the field of online PPL implementation is that it is actually still not maximally implemented, because many students complain about factors such as inhibiting online learning activities carried out by students, inhibiting factors for PPL implementation such as quota, network , inadequate devices from students and from students themselves as well as online learning platform media which are still underutilized by teachers or students, resulting in difficulties in carrying out learning interactions between students and teachers or students in the learning process. For this reason, it is necessary to conduct research that

discusses the influence of online lectures and PPL II on student readiness to become teachers."

II. METHODS

The research method used by researchers is quantitative research. This type of quantitative research uses survey methods. Tukiran (2014: 1) explains that survey research is research that takes informants from a population and uses a questionnaire as the principal data collection tool with individual units of analysis. In this study itself, the researcher wanted to explain the causal relationship to social capital that affects the business resilience of floating market traders in Muara Kuin, Banjarmasin City, therefore the researcher believes that the survey method is more suitable for use in research according to a theme like this. Data processing using SEM analysis. The analytical tool used is LISREL.

Population and Sample

Sugiyono (2010: 80) explains that the population is a generalization area consisting of: objects/subjects used for: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. In this study, the population was semester 8 students in the ULM FKIP Environmental Study Program . This is due to the focus of this research itself on students who have completed 135 credits of lectures and have completed PPL II . The results of his own observations found that the level readiness of students to become teachers tends to be low .

The population in this study was students of the Teaching and Education Faculty of Lambung Mangkurat University class of 2018 or 8th semester level students who had completed the Practical Field Experience II course so that it could facilitate research.

Table 4.1 Research Population

No	Study program	Number of Students
1	History Education	68
2	Pancasila and civic education	78
3	Economic Education	86
4	Sociology Education	75
5	Geography Education	61
6	Indonesian language and literature education	106
7	English language education	96
8	Mathematics education	75
9	Biology Education	45
10	Chemistry Education	70
11	Physical education	48
12	physical education	132

13	Guidance and Counseling Education	90
14	Teacher education for early childhood education	131
15	Special Education	79
16	IPS Education	54
17	Science Education	57
18	Education technology	78
19	Computer Education	62
	Amount	1,414

Thus the total population is 1,414 class 2018 students who have taken the Field Experience Practice II course at FKIP ULM Banjarmasin. Sampling technique in this study used the *Proportional Random Sampling technique* . This study uses the Slovin formula because in sampling, the number must be *representative* so that the research results can be generalized.

The Slovin formula for determining the sample is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = sample size / total number of respondents

N = population size

e = error tolerance 0.05

$$n = \frac{1.414}{1 + 1.414(0.05)^2}$$

$$n = \frac{1.414}{1 + 1.414(0.0025)}$$

$$n = 311{,}79$$

Rounded up to 327

From the above calculation, a sample of 312 respondents was obtained. After getting the sample, it will then be distributed to the population calculation to get a sample for each study program or spread into strata proportionally to get a representative sample using proportional allocation, with the formula:

$$ni = \frac{Ni}{N} \times n$$

Information :

ni: number of sample groups by study program

Ni: total population by study program

n: Number of samples

N : total population

(Riduwan, 2010: 25)

Table 4.2 Research Samples

No	Study program	Number of Students	Calculation	Sample
1	History Education	68	$\frac{68}{1.414}$x 312 = 15	15
2	Pancasila and civic education	78	$\frac{78}{1.414}$x 312 = 17.21	17
3	Economic Education	86	$\frac{86}{1.414}$x 312 = 18.97	19
4	Sociology Education	75	$\frac{75}{1.414}$x 312 = 16.55	17
5	Geography Education	61	$\frac{61}{1.414}$x 312 = 13.46	13
6	Indonesian language and literature education	106	$\frac{106}{1.414}$x 312 = 23.39	23
7	English language education	96	$\frac{96}{1.414}$x 312 = 21.18	21
8	Mathematics education	75	$\frac{75}{1.414}$x 312 = 16.55	17
9	Biology Education	45	$\frac{45}{1.414}$x 312 = 9.93	10
10	Chemistry Education	70	$\frac{70}{1.414}$x 312 = 15.44	15
11	Physical education	48	$\frac{48}{1.414}$x 312 = 10.60	11
12	physical education	132	$\frac{132}{1.414}$x 312 = 29.12	29
13	Guidance and Counseling Education	90	$\frac{90}{1.414}$x 312 = 19.86	20
16	Teacher education for early childhood education	131	$\frac{131}{1.414}$x 312 = 28.90	29
17	Special Education	79	$\frac{79}{1.414}$x 312 = 17.43	17
18	IPS Education	54	$\frac{54}{1.414}$x 312 = 11.91	12
19	Science Education	57	$\frac{57}{1.414}$x 312 = 12.58	13
20	Education technology	78	$\frac{78}{1.414}$x 312 = 17.21	17
21	Computer Education	62	$\frac{62}{1.414}$x 312 = 13.68	14
	Amount	1,414		329

Data Analysis Techniques

Data analysis technique is a technique used to analyze research data in order to prove the hypothesis that was built at the beginning by the researcher. The data analysis technique used by researchers is Structural Equation Modeling (SEM) or Structural Equation Model (MPS). The advantages of SEM include being able to see the effect of

variables comprehensively. According to Sanusi (2011: 166) using SEM can examine the causality relationship between exogenous and endogenous variables in a more complete manner compared to path analysis. SEM is not only a causality relationship (direct and indirect) on the observed variable or construct can be detected, but the magnitude of the components that contribute to the formation of the construct itself can be determined. The use of SEM allows researchers to obtain complete and accurate information.

The measurement model using SEM is described by confirming empirical indicators of the constructs built by the indicators. There are several steps that must be carried out in using SEM. According to Haryono (2017: 6) the first step that must be taken is to review relevant theories and literature from previous findings. Then a theoretical framework is compiled to produce a structural equation model. This step is called specifying the structural equation model. Then the results of the synthesis of various theories are conceptual and operational definitions of variables that are useful for compiling research questionnaires. Structural equations depicted with path diagrams (path analysis) are representations of theories. The path created to represent the causal relationship between variables is a manifestation of the theory studied previously.

After obtaining model specifications and questionnaires, the next step is to determine the research sample and its measurements to be used in estimating model parameters. Estimation is carried out on each variable partially or between exogenous and endogenous variables and endogenous and endogenous variables. After that it is followed by a complete structural equation model (PSL) or full SEM model. The parameter estimation results are then tested by using the Good of Fit Test. If the model results are not suitable, modifications or re-specifications are carried out until several modifications are made so that a fit model is obtained. The model is fit, then the regression equation coefficient is obtained which is used to test hypotheses, predictions and the required analysis. The last step is to make conclusions, discussion, implications and suggestions.

III. RESULT AND DISCUSS

Based on the results of the questionnaire that has been analyzed, the effect of online PPL II on readiness to become a teacher is as follows:

Table 5.1 Questionnaire Results

No	Question	Scale					Average	Category
		SS	S	RR	TS	STS		
Practical Field Experience II								
1	I carry out learning in class according to the	152	156	2	13	6	4,32	Strongly agree

	lesson plans that are made							
2	I convey the material according to the students' comprehension	85	132	1	92	19	3.52	Agree
3	While carrying out PPL in every lesson, I give equal opportunity to every student in the class to ask questions	199	105	1	15	9	4,43	Strongly agree
4	While carrying out PPL online in each lesson, I give praise when students answer a question correctly and correctly.	65	169	2	72	21	3.56	Agree
5	During the online PPL I developed learning media with my own innovations on certain materials	65	169	2	72	21	3,15	Doubtful
6	I only use the lecture method in delivering learning material	44	136	1	120	28	4,24	Strongly agree
7	I created my own method that no one else has ever implemented	142	161	1	14	11	3.48	Agree
8	I give oral or written questions to students before the lesson ends	44	184	1	85	15	3.79	Agree
9	I give quizzes for added value	72	188	2	61	6	3.69	Agree
10	I don't give exercises to students	13	65	2	181	68	2.57	Don't agree
11	I give homework to students	53	171	1	74	30	3.53	Agree
12	I participate in	54	175	1	89	10	3.57	Agree

	carrying out daily pickets online by monitoring student attendance through each class group							
13	I took part in the celebration of the big day which was carried out online	71	156	3	87	12	3.37	Doubtful
14	I didn't attend the flag ceremony	40	176	3	87	23	3,47	Agree
15	I take part in extracurriculars that are carried out online	69	140	1	113	6	3.55	Agree
16	I don't help organize the school room	15	21	2	171	120	1.91	Don't agree
Readiness to Become a teacher								
1	During the PPL before teaching I prepared learning tools, according to the instructions for preparing the tools existing learning.	267	60	2	0	0	4.81	Strongly agree
2	During my PPL, I gave students the opportunity to have the courage to express their difficulties in studying economics i can help him.	112	216	1	0	0	4,34	Strongly agree
3	At the time of PPL I held evaluation about the new material presented.	109	219	1	0	0	4,33	Strongly agree
4	During the PPL I tried to get to know the characteristics of	0	0	0	0	329	5	Strongly agree

	the students so they could manage the teaching and learning activities well.							
5	During the PPL I did not care about the differences in the characteristics of each student	0	0	2	165	162	1.51	Strongly disagree
6	As a prospective teacher I acted accordingly with the applicable law.	212	115	1	1	0	4.64	Strongly agree
7	During the PPL my behavior and attitude got Be a role model for students and schools.	281	48	0	0	0	4,15	Strongly agree
8	During PPL my behavior and attitude positive effect on students.	45	281	0	0	0	4,12	Strongly agree
9	As a prospective teacher, I am authoritative respected by students.	281	48	0	0	0	4,15	Strongly agree
10	During the PPL I did not care about my attitude and behavior in front of students and acted like my peers	0	0	0	23	306	1.07	Strongly disagree
11	At the time of PPL I was less able to get along and communicate effectively with fellow educators.	0	2	0	0	327	4.98	Strongly disagree

12	During the PPL I was able to socialize and communicate with parents/guardians students and the surrounding community.	170	155	3	1	1	4.50	Strongly agree
13	At the time of PPL I tried adapt myself with my environment work.	157	164	4	4	0	4,44	Strongly agree
14	During PPL I was able to socialize and communicate with students.	137	183	2	7	0	4.37	Strongly agree
15	During online PPL I mingle with teachers or students	210	112	5	2	0	4.61	Strongly agree
16	At the time of PPL I tried to master subject matter before I teach.	141	181	2	55	0	4.39	Strongly agree
17	At the time of PPL i hooked the eye lessons with other subjects that are still in the same field.	108	215	2	4	0	4.30	Strongly agree
18	I was ready to be a teacher even since I was small	0	0	325	5	0	3.99	Agree
19	I went to FKIP not because I wanted to be a teacher but just wanted to study	0	0	4	184	141	1.58	Strongly disagree
20	I'm not ready to be a teacher	0	0	0	0	329	1	Strongly disagree

After the data was collected, the researcher scored the student's answers as follows:

Table 5.2 Likert scale score

No	Information	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Don't agree	2
5	Strongly disagree	1

After scoring the answers, the researcher calculates the Mean value of the answers to each question, calculates the scale range and categorizes the answers:

RS = (mm)/b

RS=(5-1)/5

Rs=0.8

Information :

RS = Scale Range

m = The highest number in the measurement

n = The lowest number in the measurement

b = The number of categories formed

Table 5.3 Mean Range

Mean Range	Information
≤ 1.8	Strongly disagree
1.8 – 2.6	Don't agree
2,6-3,4	Doubtful
3.4-4.2	Agree
4.2-5	Strongly agree

After converting the data, the researchers found that the average student score reached 3.67, which means that students agree or are ready for readiness to become teachers after the implementation of PPL II even though it is online.

IV. CONCLUSIONS

Based on the results of the data that has been analyzed, the following research findings are obtained:

1. Online lectures have an influence on student readiness to become teachers
2. PPL II online has an influence on the readiness of students to become teachers
3. Online learning and PPL II have an impact on student readiness to become teachers

Suggestion

1. Students can pay more attention to and improve the quality of learning preparation skills, the ability to carry out teaching practices, the ability to compile and develop evaluation tools and participate in carrying out non-teaching activities. In implementation it is hoped that students will be more serious and follow the guidelines

2. For the Faculty to be able to make more contributions to improve the quality and guidance given to students in preparation for Practical Field Experience II. This is because Field Experience Practice II has contributed to increasing student readiness to become teachers.

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