

Conference Paper

Impact of Field Experience on Pedagogical Competence of Economic Education Students

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Abstract

This study uses a quantitative approach with correlational methods. The technique used in data collection is questionnaire (questionnaire). Data analysis was done using simple regression test. The results of this study indicate the influence of the practice of field experience on the pedagogical potential of prospective students of the Economic Education Study Program of the Faculty of Economics, Gorontalo State University. The result of a simple linear regression equation is the Field Experience Practice of Pedagogical Competence, namely $\hat{Y} = 12.627 + 0.81 X$; the equation implies that if there is a change of one unit in the Field Experience Practice variable it will be followed by an average change of 0, 81 on the Pedagogical Compatibility variable. Furthermore, it can be concluded that the degree of relationship between X Variables (Field Experience Practices) and Y Variables (Pedagogic Compatibility) is 82.24%. This means that 82.24% of the variations that occur in variable Y can be explained by Variable X.

Keywords: practice field experience, pedagogic competency

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Received: 29 January 2019

Accepted: 27 February 2019

Published: 24 March 2019

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the 3rd ICEEBA Conference Committee.

1. Introduction

Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogic competence is an important thing that must be mastered by a teacher. Because pedagogic competence is the main requirement in conducting effective learning for students to achieve educational goals. Pedagogic competence according to law no. 14 of 2005 is a set of knowledge, skills and behaviours that must be possessed, lived and mastered by the teacher or lecturer in carrying out his professional duties. A teacher must have pedagogic competence aimed at educating and educating students.

Teacher candidates must have pedagogic competence, namely understanding pedagogic competence. However, in reality the prospective teacher students do not fully

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understand pedagogic competence, the results of research on teacher pedagogic competencies carried out by Caraka PB and Ika M, 2016: 4 that strengthening the pedagogical competence of teacher candidates needs to be carried out a series of development activities in the LPTK for the development of pedagogic competencies for candidates teacher. The implementation of PPL basically aims to obtain competencies that are relevant to the teacher's duties related to learning, training, and mentoring. This competency needs to be possessed by prospective teacher students to prepare themselves in order to realize a learning atmosphere and learning process so that students actively develop their own potential in order to have personality, intelligence and skills. With the implementation of pedagogic competence in PPL, it can measure the design and implementation of learning, understanding of students, evaluating learning outcomes, and giving encouragement to prospective teacher students to improve their performance.

2. Theoretical Study

According to Priansa (2014: 123-124) Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. The teacher's pedagogic competence needs to be accompanied by the teacher's ability to understand the characteristics of students based on moral, emotional, and intellectual aspects. This implies that a teacher must be able to master learning theory and principles of learning, because students have different characters, traits, and interests. Teachers must understand that students are unique. Basic knowledge of religion is very important, and includes differences in the potential of students. The teacher must be able to actualize his abilities.

According to Bhakti and Maryani (2016: 2) Pedagogic competence is an important thing that must be mastered by teachers. Because pedagogic competence is the main requirement in conducting effective learning for students to achieve educational goals. Pedagogic competence according to Law No. 14 of 2005 concerning Teachers and Lecturers article 1, paragraph 10 is a set of knowledge, skills, and behaviours that must be possessed, lived and mastered by the teacher or lecturer in carrying out his professional duties.

According to Sunaryono (in Hartiningtyas et al. 2016: 4) the potential for educators to have is the ability to carry out and apply: a) Structuring (setting the time required) with an introduction namely introducing 10% of the entire appearance, core with a time of 80% of the overall and 20% time cover or closure. b) Innovating and reinforcing,

namely the ability to nurture motivating students to be more passionate about learning by highlighting why they must study certain fields of study in order to achieve their life goals. c) Conducting and discussing small group activities, teaching and learning process with discussion method.

According to Muhaimin (2004: 78) pedagogic competence is one type of competence that is absolutely necessary to be mastered by the teacher. Pedagogic competence is basically the ability of teachers to manage student learning. Teacher's pedagogic competence is a unique competence, which will differentiate teachers from other professions and will determine the level of success of the learning process and results of their students, these competencies are not obtained suddenly but through continuous and systematic learning efforts, both during pre-service (educator prospective teacher) or during the position, supported by the talents, interests and other teacher potentials of each individual concerned. Sardiman (2011: 163).

In a process of teaching and learning of course contains a hope that all or at least most students can succeed well. In an ideal teaching and learning process will contain two activities, namely, enrichment for students who have mastered the lesson on one side, and remedial or improvement for those who have not succeeded on the other. Repair activities are usually carried out at the time after evaluation.

According to Masaong, et al (2017: 1-3) the Field Experience Program (PPL) is a training program for prospective teacher students to apply knowledge, attitudes and skills in the context of establishing professional teachers. The field experience program is a program that requires the applicative and integrated abilities of all previous learning experiences into the training program in the form of performance in all matters relating to the position of teaching, both teaching activities and other teaching tasks. These activities are held in the form of limited training, guided training, and independent training directed at the formation of teacher skills, which are scheduled systematically under the guidance of supervisors and tutor teachers who meet the requirements. Field experience program is a program of teaching and learning process courses required in teacher pre-service education.

3. Research Methods

Researchers conducted research at Gorontalo State University by focusing on PPL teacher candidates for economic education study programs. The research was conducted for 4 months. In this study, researchers used descriptive quantitative research methods, with the aim of providing an overview of the Effect of Field Experience

Practices (PPL) on Candidate Pedagogical Competencies of Teachers of the Economic Education Study Program of the Faculty of Economics, Gorontalo State University.

The population in this study were all PPL teacher candidates for Economic Education Study Program, Faculty of Economics, Gorontalo State University, totalling 157 students. Arikunto (2010: 109). The sample is a part or representative of the population to be studied. Sampling for research if the subject is less than 100 people should be taken all, if the subject is large or more than 100 people can take 10-15% or 20-25% or more. In this study 20% of the population is taken so that the number of samples, the researcher uses the sampling formula as follows: $n = 20\% \times N$

4. Research Results and Discussion

4.1. Research result

4.1.1. Data normality test variables field experience practices (X)

To find out the data of variable X is normally distributed or not, the following criteria are used: $\leq (1 - \alpha) (k-3)$. From the calculation results obtained a price of 7.05 and obtained in the following way: $(1 - \alpha) (k-3) (1 - 0.01) (6 - 3) (0.99) (3) = 11.3$. Thus, it is obtained $(7.05) \geq (11.3)$ so that it can be concluded that variable data X has an upnormal distribution.

4.1.2. Normality test of pedagogic competency data (Y)

To find out the data of variable X is normally distributed or not, the following criteria are used: $\leq (1 - \alpha) (k-3)$. From the calculation results obtained at a price of 6.46 and obtained in the following ways: $(1 - \alpha) (k-3) (1 - 0.01) (6 - 3) (0.99) (3) = 11, 3$. Thus, it is obtained $(6.46) \geq (11.3)$ so that it can be concluded that variable data X has an upnormal distribution.

4.1.3. Simple linear regression analysis

To find linear regression, the formula $\hat{Y} = a + bX$ is used so that the calculation results obtained by the regression equation as follows: $\hat{Y} = 12,627 + 0,81X$. The assumption means that every time there is a change of one unit of variable X (Field Experience Practice), it will be followed by an increase in the change in the average variable Y (Pedagogic Competency) of 0.81 and means that every change in the Practice Field Experience indicator will be followed by an increase change in the average indicator. Student Field

Experience Practice Prospective Economic Education Study Program Teacher, Faculty of Economics, Gorontalo State University.

4.1.4. Linearity and meaning test regression equations

From the results of the test calculation, the results are obtained as shown in the following table:

TABLE 1: List of ANAVA for Linear Regression.

Source Variance	DK	JK	KT	F
Total	31	121,169		
Coefficient	1	118050,613		
(a)	1	2480,69	2480,69	
Regression (a/b) Remaining	29	637,697	21,98	112,86
Suitable Tuna	13	823,897	19,06	
				0,78
Mistake	16	389,81	24,36	

Information:

$$F_{count} \text{ Linearity Test} = 0,78 \quad F_{count} \text{ Meaning Test} = 112,86$$

Based on the testing criteria for the linearity test that has been determined above that F list is obtained from $F \leq F(1-\alpha)(k-2, N-k)$. If the real level is used $\alpha = 0.05$ then $F(1-0.95)(15-2, 31-15)$ or $F(0.95)(13,16) = 3.98$. It turns out that the F_{count} price is smaller than F_{daftar} ($0.78 < 3.98$), so it can be concluded that the regression equation is linear. Furthermore, for the significance test a test criterion has been determined that F list can be obtained from $F(F(1-\alpha)(1, n-2))$. If the real level $\alpha = 0.05$, then $F(1-0.05)(1,31-2)$ or $F(0.95)(1,29) = 4.18$. It turns out that the F_{count} price is greater than F_{daftar} ($112.86 > 4.18$), so it can be concluded that the linear regression equation above is really significant (meaning).

4.1.5. Correlation and determination coefficients

From the results of the calculation of the correlation coefficient or $r = 8.958$ and $r^2 = 80.24$ obtained the correlation coefficient and determination of 80.24%, thus it can be concluded that 82.04% of the variance that occurs in the dependent variable can be explained by the independent variable with the closeness value strong.

4.2. Discussion

Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogic competence is an important thing that must be mastered by a teacher. Because pedagogic competence is the main requirement in conducting effective learning for students to achieve educational goals. One effort to develop pedagogic competence by carrying out Field Experience Practices.

The implementation of PPL basically aims to obtain competencies that are relevant to the teacher's duties related to learning, training, and mentoring. This competency needs to be possessed by prospective teacher students to prepare themselves in order to realize a learning atmosphere and learning process so that students actively develop their own potential in order to have personality, intelligence and skills. With the implementation of pedagogic competence in PPL, it can measure the design and implementation of learning, understanding of students, evaluating learning outcomes, and providing encouragement for prospective teacher students to improve their performance. This shows that the Practice of Field Experience is the main and first media in forming pedagogic competencies of prospective teacher students in order to better develop their competencies.

Field Experience Practice Indicators tested in this study are the ability to develop indicators, the ability to formulate learning objectives, the ability to choose learning models, the ability to choose learning methods, the ability to determine learning media, the ability to determine learning resources, the ability to design learning steps, the ability to determine time allocation teaching and learning, the ability to determine forms and assessment tools, the ability to design learning scenarios. Whereas the indicators of Pedagogic competence are mastering materials, managing teaching and learning programs, managing classes, using media or resources, mastering educational foundations, managing teaching and learning interactions, assessing student achievement for teaching purposes, recognizing the functions of guidance and counselling programs, recognizing and administering administration school. The results of the research above show that there is an influence of the Practice of Field Experience on Pedagogic Competence. This can be seen by the acceptance of the hypothesis which states that there is a significant influence between Field Experience Practices on Pedagogic Competencies of Prospective Students of Economic Education Study Program of the Faculty of Economics, Negere University, Gorontalo. The results showed that there were 80.24% Variance in Field

Experience Practices can be explained by Pedagogic Competencies while 19.76% was determined by other factors not examined, such as personality competencies and social competencies.

5. Conclusion

Based on the results of the analysis conducted in this study, it was concluded that the practice of field experience (PPL) had a positive and significant effect on the pedagogic competence of prospective teacher students. The meaning of this statement is that the better the implementation of Field Experience Practices, the better the Pedagogic Competencies of Prospective Teachers of the Economic Education Study Program of the Faculty of Economics, Gorontalo State University.

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