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The Role of School Field Introduction Program Students in the Learning Process at SMK Negeri 4 Makassar

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ABSTRACT

The School Field Introduction Program (PLP) is a form of teaching practice experience for education students to develop pedagogical, professional, social, and personality competencies. This study aims to analyze the role of PLP students in the learning process at SMK Negeri 4 Makassar and its impact on the effectiveness of teaching and learning activities. The approach and type of research used are qualitative research approaches and descriptive research types. The informants in this study were the head of the MPLB (Office Management and Business Services) department and two supervising teachers. The methods used in this study were observation, interviews with supervising teachers and the head of the department, and analysis of learning documents. The data analysis techniques employed were data condensation, data presentation, and drawing conclusions. Based on the study's results, it was demonstrated that PLP students played a role in assisting with teaching planning, including compiling lesson plans, determining appropriate learning strategies, and preparing media and teaching materials that support the learning process in the classroom. (2) Learning Management, such as organizing the course of teaching and learning activities, creating a conducive classroom atmosphere, and helping teachers handle class dynamics during the learning process. (3) evaluation of student learning outcomes through the preparation of teaching materials, arrangement of teaching and learning activities in the classroom, and implementation of learning outcome assessments to determine the achievement of student competencies. (4) utilization of learning technology, such as using Google Classroom for class management, Canva to create interesting learning media, and Quizzes and Google Forms as interactive and efficient learning evaluation tools to increase student engagement. However, several challenges are faced, including difficulties in adapting learning methods to student characteristics and the need for additional support from mentor teachers. Overall, the presence of PLP students makes a positive contribution to improving the quality of learning at SMK Negeri 4 Makassar.

Keywords: Role, Students, Learning, Educator, SMK

INTRODUCTION

Educator is a very influential aspect in education, where they are not only responsible for shaping and creating a conducive learning environment, but also play a role in developing the talents, interests, and potential of each student through various innovative learning strategies by utilizing high-quality resources, to prepare skilled, competitive, and ready to face changes in the future (Hasyim et al., 2024; Maulidya et al., 2024; Wahyuni et al., 2024).

In the learning process, the primary role of teachers is to provide guidance, direction, and opportunities for students to explore various fields of knowledge that align with their interests and abilities (Nasrullah, Sari, et al., 2024; Nasrullah, Arwansyah, et al., 2024; Saleh & Arhas, 2024). Professional teachers not only focus on delivering subject matter but also recognize the unique potential of each student and help them hone and optimize their skills. With the right approach, teachers can encourage students to think critically creatively and have confidence in facing various challenges.

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One of the main determinants of the success of the teaching and learning process is a professional teacher. With professional competence, teachers will be able to create an engaging, interactive, and enjoyable learning environment for students. The professionalism of a teacher lies not only in his ability to deliver subject matter but also in his ability to implement effective and innovative learning strategies (Egido, 2019; Zakiah et al., 2021)

As one of the universities that provides education for prospective teachers, Makassar State University plays a role as a higher education institution that aims to produce qualified and competent educator candidates in their fields. One of the study programs offered is Office Administration Education, which not only equips students with relevant administrative theories and concepts, but also provides practical experience that supports their readiness in the world of work and the field of education. One way to improve the teaching skills of prospective educator students is to participate in PLP activities, a course with a weight of 3 credits called PLP gives students the opportunity to experience real learning (Ching & Maarof, 2021; Mathur et al., 2024). PLP serves as an initial foundation for students, preparing them to become reliable educators, innovative, and contribute to improving the quality of education in Indonesia (Gui et al., 2020; Tatto, 2021; Tilga, 2019).

SMK Negeri 4 Makassar is a vocational high school that aims to produce students who are ready for work. To achieve this goal, the quality of learning at SMK Negeri 4 Makassar must be improved consistently. The assessment provided by the teacher from the beginning of PLP to the final stage of PLP is significantly influenced by the abilities that students have acquired during the teaching and learning process. Good program planning is necessary for effective and high-quality learning activities. In other words, the strategies of the teacher or educator are essential for the success of a student (Feraco et al., 2023; Muis, 2022; Munoz et al., 2016)

One of the important factors, and the focus of this study, is the contribution of PLP students to the application of educational technology. In today's digital era, the integration of technology in learning is an unavoidable necessity. PLP students can play a role in helping teachers utilize various digital learning platforms, such as Google Classroom, Kahoot, Canva, and other interactive applications that are able to encourage student involvement in the teaching and learning process. In addition, they can also assist teachers in developing blended learning methods, which combine in-person learning and online learning, thus providing a more flexible learning experience for students.

However, in its implementation, PLP students also face various challenges that can impact their effectiveness in fulfilling their role as prospective educators. The problems that occur in this study are that students often feel unprepared to face real situations in the classroom, and many students find it challenging to deliver learning materials systematically, manage classes well and deal with students who have diverse characters and levels of understanding, this is due to the limitations of practical experience and difficulties in adjusting the learning plan to policies and specific needs of the school. In addition, PLP students who are teaching in the field for the first time often feel anxious or lack confidence, especially when facing various unexpected classroom situations

METHOD

The approach and type of research used are qualitative research approaches and descriptive research types, the informants in this study are the head of the MPLB (Office Management and Business Services) department and two teachers. The methods used in this study are observation, interviews with teachers and department heads, and analysis of learning documents. The data analysis techniques used are data condensation, data presentation, and conclusion drawing.

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This research is focused on the Role of PLP Students in the learning process at SMK Negeri 4 Makassar, this research will identify various roles taken by PLP Students, such as teaching planning, in learning management, in the competence of using technology, and learning evaluation. This research will evaluate how these roles can facilitate the learning process. The indicators of the role of PLP students in the learning process are: 1) Teaching planning, researching students on how to make effective teaching plans and in accordance with learning needs. 2) Learning management, researching students on how to prepare teaching materials, and designing innovative and interactive learning media. 3) The use of technology, researching students in integrating various educational technologies, such as the use of interactive learning software, e-learning platforms, and presentation applications that support the teaching process. 4) Evaluation of learning, researching students in the preparation and implementation of various forms of evaluation, such as formative and summative assessments, making exam questions, quizzes, and assignments that aim to measure students' understanding and skills of the material.

This research involved three informants who could provide valid and accurate information: Mr. Zainuddin, the head of the MPLB department; Mrs. Anna Rifai, S.Pd.M.Pd.; and Mr. Barnabas Dappu Mananga, S.Pd., as the PLP student teacher. In this study, data collection techniques were used, including observation, interview, and documentation.

RESULT AND DISCUSSION

The Role of PLP Students in the Learning Process at SMK Negeri 4 Makassar

Planning is a strategic process in determining and utilizing resources in an integrated manner to achieve goals efficiently and effectively. In the context of education, good planning is essential to support the success of the teaching process. Teaching itself is a complex endeavor because it involves various human factors and values that influence them. As an effort to cultivate good human beings, education plays a significant role in the development of individuals and society. Failure in teaching can have a devastating impact on future generations.

Based on the research results, it is evident that PLP students play a significant role in teaching planning. PLP students not only focus on implementing learning in the classroom but are also involved in developing systematic planning so that the teaching and learning process runs effectively. This indicates that PLP students play a crucial role, as they greatly assist teachers in preparing Learning Implementation Plans (LIP), creating teaching materials, and developing learning strategies. With the involvement of PLP students, teachers can focus more on guiding students, while PLP students contribute to designing and developing learning materials that are more varied and innovative.

School Field Practice (PLP) is a program that aims to form and nurture students to master knowledge and skills related to the competence of a teacher and applied directly in educational institutions or in schools. PLP can be used as a benchmark in strengthening the identity of prospective educators and shaping their readiness as teachers (Saleh et al., 2024). This includes several important aspects, including: (1) readiness in designing learning, (2) experience in implementing teaching practices, (3) skills in compiling teaching modules and developing effective learning media, and (4) ability to develop evaluation tools and play a role in various non-teaching activities in the school environment.

The Role of PLP Students in Organizing That Includes Learning Management

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Organizing in Learning Management is an important aspect in ensuring that the teaching and learning process runs effectively and efficiently. In the context of the School Field Introduction Program (PLP), the organization encompasses various aspects, including classroom management, time planning, utilization of learning methods, use of learning media and resources, and learning evaluation strategies.

Based on the study's results, it is evident that the organization and management of learning have a significant impact on the effectiveness of the teaching and learning process. Effective management encompasses various aspects, including learning planning, instructional strategies, the utilization of learning media and resources, and the assessment of learning outcomes. The results of the study show that PLP students have an essential role in helping teachers in these various aspects. Their presence not only supports the implementation of learning, but also contributes to developing more innovative and interactive learning methods. However, this study also found several obstacles faced in the implementation of learning organization, such as the lack of experience of PLP students in managing classes, limitations in time planning, and challenges in implementing appropriate learning methods.

Teachers have various responsibilities in learning management, which include planning teaching materials, formulating learning objectives, and organizing and developing teaching materials (Cisneros-Cohernour, 2021; Tilga, 2019; Zhang & Lin, 2020). As professional educators, teachers are required to implement various management functions in learning to ensure the success of students. The ability of teachers to develop the cognitive, affective, and psychomotor aspects of students is highly dependent on the effectiveness and consistency of the application of learning management. Therefore, teachers who are competent, professional, and have a high commitment to providing quality and sustainable educational services are needed

The management of learning made and carried out by PLP students at SMK Negeri 4 Makassar is considered quite good. Learning management begins with careful preparation before the implementation of learning, such as setting up learning tools, selecting appropriate methods, and preparing relevant media and learning resources. During the learning process, students can create a conducive classroom atmosphere, manage time effectively, and encourage active student involvement in learning activities. Additionally, students demonstrate the ability to overcome classroom distractions and maintain their focus on the material being taught.

The Role of PLP Students in Competence in the Use of Technology

Digital competence refers to the ability of teachers or prospective teachers to effectively utilize digital technology to facilitate innovative, efficient, and time-aligned learning. This competence involves various aspects, including the use of educational software, digital media, and the management of technology-integrated learning environments. It encompasses the necessary knowledge, skills, and attitudes related to the use of Information and Communication Technology (ICT) and digital media. In the field of education, digital technology holds significant potential to enhance students' interest and motivation to learn, as well as to improve the quality and outcomes of the learning process.

Let me know if you'd like it adapted for a specific purpose (e.g., research paper, presentation, or curriculum guide. (Amhag et al., 2019; Falloon, 2020; Saltos-Rivas, 2021). Based on the study's results, mentor teachers offered diverse perspectives on the role of PLP students in the learning process. Generally, the presence of PLP students is considered beneficial in class management, learning planning, and the implementation of more innovative teaching methods. Mentor teachers assessed that PLP students have high enthusiasm in learning and adapting, especially in the use of technology in learning, such as

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the use of digital media, e-learning platforms, and teaching support software. This is considered very helpful in increasing the effectiveness of learning in the classroom.

The use of technology applied by PLP students at SMK Negeri 4 Makassar is considered quite good. The use of technology begins with the use of digital learning media such as PowerPoint presentations, learning videos, and online platforms to support the teaching and learning process. Students also utilize technology in compiling and delivering teaching materials to make them more interesting and interactive, and using digital-based assessment applications to facilitate the evaluation of student learning outcomes.

The Role of PLP Students in Assessing the Teaching-Learning Process (Learning Evaluation)

Based on the results of the research, there are policy differences in the assessment of the teaching and learning process between teachers. Some teachers give authority to PLP students to assess student learning outcomes, as a form of practice in evaluating learning directly. This aims to develop the ability of PLP students to conduct academic assessments, understand evaluation criteria, and improve skills in providing constructive feedback to students.

However, some teachers do not grant assessment rights to PLP students, arguing that assessment is the primary responsibility of teachers who have a deeper understanding of the characteristics and development of students. In addition, some teachers believe that PLP students still require further guidance in compiling and implementing objective assessment instruments, as well as in aligning them with curriculum standards.

Assessment of the teaching and learning process (learning evaluation) is a systematic process that aims to measure the effectiveness of learning, understand the achievement of student competencies, and evaluate methods, strategies, and media used in learning activities. (Herwin et al., 2022; Moreno et al., 2022; Toring et al., 2023) said that, learning evaluation is the process of collecting data and information related to students' learning abilities to assess the extent of the success of the learning program. This evaluation also acts as a tool to assess whether the educational goals and learning process in developing knowledge have been achieved.

The learning evaluation made by PLP students at SMK Negeri 4 Makassar is considered quite good. The learning evaluation process begins with identifying the purpose of the review, then students develop appropriate measuring tools to assess the achievement of student competencies, both in the cognitive, affective, and psychomotor domains.

Teachers' views on the existence of PLP Students in learning activities

The presence of students in the School Field Introduction Program (PLP) in schools provides a valuable opportunity for prospective educators to apply the theory learned in lectures to real-world practice in the classroom. As a teacher, I see that the presence of PLP students has a positive impact, both for themselves and for the school environment.

Based on the results of interviews with several teachers at SMK Negeri 4 Makassar, it can be concluded that the existence of PLP students in learning activities received quite positive responses. The teacher assessed that PLP students had shown high enthusiasm and responsibility in carrying out their duties as prospective educators. They come to school with quite thorough preparation, both in terms of learning tools, teaching materials, and supporting media used in the teaching process.

Overall, teachers consider that PLP students have made a significant contribution in supporting learning activities at school. Their presence is not only a place for practice, but also strengthens the relationship between the world of higher education and schools and helps create a more dynamic learning climate. It is hoped that through this PLP experience, students

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can continue to hone their pedagogical, personality, social, and professional skills as future teacher candidates.

From the teacher's point of view, it can be concluded that PLP students at SMK Negeri 4 Makassar have demonstrated a good readiness in carrying out learning activities, particularly in terms of preparing teaching materials, selecting suitable methods, and adapting to the characteristics of their students. Students are also considered to be able to manage classes and establish effective communication with students. The use of technology in learning is an added value that is appreciated because it can increase the variety and interest in learning of students. Although there are still some shortcomings such as class mastery, time management, and confidence, this is considered reasonable considering that students are still in the learning process. Overall, the existence of PLP students is seen as positive and useful in supporting learning activities at school.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the Role of Students in the Learning Process at SMK Negeri 4 Makassar in the Office Management and Business Services Department is in the "quite good" category. This is shown in the following indicators: 1) teaching planning, students demonstrate the ability to compile learning tools such as lesson plans, teaching media, and teaching materials that are in accordance with the curriculum and characteristics of students. They are also able to formulate learning objectives clearly and choose relevant learning methods and strategies. Although there are still some shortcomings in compiling more specific and measurable competency achievement indicators, overall students demonstrate a good basic understanding of the learning planning process. 2) Learning management, PLP students are considered quite capable of managing the learning process in the classroom. They demonstrate skills in opening lessons, managing class dynamics, and guiding students during learning activities. 3) Use of Technology, PLP students are considered quite good at utilizing technology as part of the learning process. They can use digital tools such as PowerPoint, learning videos, and online platforms such as Google Classroom or WhatsApp Group to support the delivery of materials and communication with students. 4) Evaluation of PLP student learning shows quite good ability in designing and implementing evaluation of learning outcomes. They can compile assessment instruments such as multiple-choice questions, short answers, and project assignments that are relevant to learning objectives.

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