

# Role of Co-Teachers and Supervisors of Learning Tools Development toward the Success of Field Practice Students of Professional Teachers at the Middle and High School Level

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**Abstract.** This study aims to identify the role of co-teachers and supervisors of learning tools development toward the success of field practice students of professional education teachers at the middle and high school levels. The population in this study were all students of the Middle and High School Level of Professional Education Teacher Class of 2022, Faculty of Teacher Training and Education, University of Mataram. The sample used was students of Professional Education Teachers at the Middle and High School level, including English, Mathematics, and Civics majors, which were taken using a proportional random sampling technique. The variables consisted of the independent variables, which are the effectiveness of assistant teachers ( $X_1$ ) and supervisors ( $X_2$ ) in the development of learning tools, as well as the dependent variable, which is the success of the Field Practice of Middle and High School Teacher Professional Education Students ( $Y$ ). Thus, the results show that the role of the development of learning tools by assistant teachers and supervisors in the success of Field Experience Practice for Middle School Teacher Professional Education students proved to be effective, with 51.7% for the English Department, 48.7% for the Mathematics Department, and 53.9% for the Civics Department.

## 1 Introduction

Professional competence is the ability of a teacher to master learning material broadly and in-depth following the standard content of the education unit program, subjects, subject

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groups taught and the concepts and methods of scientific disciplines, relevant technologies that conceptually cover the education unit program, disciplines, and groups of the subject taught [1]. Professional Education Teacher is expected to be able to answer various educational problems, such as (1) substandard qualifications (under qualification) and (2) teachers who are less competent (low competence). In addition, teachers in the education era 4.0 must be able to carry out innovative and fun learning by integrating critical thinking and problem solving, communication and collaborative skills, creativity and innovative skills, information and communication technology literacy, contextual learning skills, and information and media literacy [2].

The Professional Education Teacher Program is systematically designed and applies quality principles starting from the selection, learning process, and assessment to competency tests, so it is hoped that it will produce professional future teachers who can produce graduates who are superior, competitive, and have character, and love the land water and at the same time, it is expected to be able to answer the educational problems currently faced by the Indonesian people [3]. This program is designed to equip professional teacher candidates with problem-solving, critical, and creative skills through the implementation of problem-based learning and project-based learning models and activities. This program aims to produce teachers as professional educators who fear God Almighty and have a noble character, are knowledgeable, adaptive, creative, innovative, and competitive with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating participants. Students [4].

The implementation stage of the Professional Education Teacher program includes various processes such as a) the teaching and learning process, b) Field Experience Practice, c) the Performance Test, and d) the Teachers' Professional Education Student Competency Test [5]. The process which is quite important in its implementation lies in the ability to implement teaching activities carried out in the Field Experience Practice process, which is a process of observation and apprenticeship carried out by students to study aspects of learning and management of education in educational units. Learning device development guidance activities consist of a) preparation of Learning Design, b) preparation of teaching materials both in the form of digital teaching materials, c) preparation of innovative Student Worksheets, d) creation of learning media, and lastly, carrying out activities d) preparation of learning evaluation tools [6]. By programming Field Practice activities, Teacher Professional Education students have time to focus more on honing their skills in better teaching to facilitate the various abilities of students at school [7]. The process of supervising the development of learning tools at the elementary school level is something that must be considered because it will have an impact on student readiness when carrying out Field Practice activities.

Based on the results of observations in the form of discussions conducted due to the information during Professional Education Teacher activities, various problems were found, especially during the implementation of Field Practices, starting from the weak ability of Teacher Professional Education students in preparing lesson plans, readiness of teaching materials, presentation of Student Worksheets, determining learning media, and how to develop learning evaluation tools. Therefore, the Faculty of Teacher Training and Education University of Mataram, as one of the organizers of Professional Education Teachers in Indonesia, guides the development of learning tools to overcome this problem. This guidance is a step to overcome problems during field practice activities. Based on these problems, we took research with the title: "The Effectiveness of Assistant Teachers and Supervisors of Learning Tools Development Towards the Success of Field Practice Students of Professional Education Teachers at The High School Level in Indonesia."

## 2 Research Method

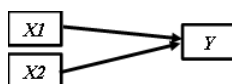
### 2.1 Research Design

This research is descriptive quantitative with a correlational method. The population in this study were all students of the Professional Education Teacher in the Faculty of Teacher Training and Education, University of Mataram at the Middle School Level, Class of 2022, who came from all over Indonesia. The sample in this study consisted of students of the middle school level teacher professional education, consisting of English, Mathematics, and Civics majors, who were taken using a proportional random sampling technique. The variables in this study consisted of the independent variables, namely the effectiveness of tutoring teachers ( $X1$ ) and supervisors ( $X2$ ) in the development of learning tools, as well as the dependent variable, namely the success of Field Practices for Middle School Level Teacher Professional Education Students ( $Y$ ). Data analysis used is descriptive statistical data, Normality test, and linear regression analysis test.

### 2.2 Location

The location research was carried out by the Faculty of Teacher Training and Education, Professional Education Teacher Study Program, University of Mataram, with the research subject being the Supervisor for the development of learning tools and Professional Teacher Education Students for Middle School Classes of 2022 University of Mataram.

The data analyzed is in the form of a recap of the value of the development of learning devices resulting from the guidance process and data in the form of the results of Field Practice activities for Middle School Level Teacher Professional Education Students of 2022. Hereinafter, the percentage level of effectiveness in the guidance process for developing learning tools for the success of Professional Education Student Field Practices Middle School Class Teacher Class of 2022 FKIP University of Mataram was found.



**Fig. 1.** Research Variable

## 3 Results and Discussion

This study aims to produce information that can be used as material for consideration in making policies for implementing Middle School Level Teacher Professional Education covering the Departments of English, Mathematics, and Civics. The data sources obtained in this study were one class for the English Department consisting of 34 students, one class for the Mathematics Department consisting of 21 students, and two classes for the Civics Department consisting of 68 students. The total number of Professional Teacher Education students for Middle School is 123 students for Professional Education Teacher.

### 3.1 Instructions of Learning Tools Development for the Success of Field Practice for English Language Department Teacher Professional Education Students

The source of the data used to determine the level of success of guidance on the development of learning tools on the success of the Field Practice of Professional Teacher Education students at the Middle School Level Department of English is the acquisition of scores during the guidance process for the development of learning tools and the resulting values from the entire process of Field Practice activities for Teacher Professional Education students. Obtained data from as many as 35 students with the acquisition of each value.

**Table 1.** Descriptive data on the effectiveness of the assistant teacher, supervisors, and the success of Field Practice Professional Education Teacher students at the English Department level

Statistic Descriptive	The role of the Assistant teacher	The role of supervisors	The success of Field Practice Professional Education Teacher students in the English Department at Middle and High School levels
Mean	91.71	89.94	91.39
Median	92	90	91.05
Mode	92	90	91.05
Standard Deviation	2.43		
Minimum	86	6.01	2.40
Maximum	96	76	85.79
Count	35	100	96
		35	35

From Table 1, it can be seen that supervising lecturers and tutors carry out their roles well in guiding students during Field Practices. This can be observed in the average success score of Field Practices for Professional Teacher Education students in the Middle School English Department, which is 91.39. If viewed from the lowest score of 76 and the highest score of 96, it can be concluded that, on average, students at the English Language Department have successfully carried out the Field Practice program well.

**Table 2.** Correlation and Regression Test Results

Variable	R Score	R square	F Score	P value
The Effectiveness of Mentor Teachers, Lecturers in the Development of Learning Devices and the Success of Student Field Practices in Teacher Professional Education	0.719	0.517	17.009	0.000

From the table above, it is seen that the calculated F value is 17.009 with a significance level of  $0.000 < 0.05$ . Thus, it can be concluded that tutor teachers and supervising lecturers jointly have the effectiveness of mentoring the development of learning tools for the success of the Field Practice of Teacher Professional Education students which indicates that  $H_a$  is accepted, and  $H_o$  is rejected. From the processing of the data in Table 3.2, a correlation efficiency of 0.719 was also obtained. From these results, a determination coefficient (*R Square*) of 0.517 was obtained, or in other words, the influence of guidance on the

development of learning tools by tutors and supervisors on the success of the Field Practice of Teacher Professional Education students in secondary school level majoring in English by 51.7%.

### 3.2 Instructions for Developing Learning Devices for the Success of Field Practice for Students of Professional Education for Middle School Teachers in the Department of Mathematics

The source of the data used to determine the level of success of guidance on the development of learning tools on the success of the Field Practice of Professional Teacher Education students at the Middle School Level Department of Mathematics is the acquisition of scores during the guidance process for the development of learning tools and the resulting values from the entire process of Field Practice activities for Teacher Professional Education students. Data were obtained from as many as 21 students with the acquisition of their respective scores.

**Table 3.** Descriptive Data on the Role of Assistant Teacher, Supervising Lecturers, and the Success of Field Practices for Students in the Professional Education of Middle School Teachers in the Department of Mathematics

Statistic Descriptive	The Role of Assistant Teacher	The Role of the Supervisor	The Success of Field Practice for Students of Professional Education for Middle School Teachers in the Department of Mathematics
Mean	91.43	92,10	90.88
Median	92	94	89.74
Mode	90	94	89.74
Standard Deviation	2.54	5.53	3.71
Minimum	84	82	85.53
Maximum	96	100	98.42
Count	21	21	21

Similar to the descriptive table for the English Department, table 3 also shows that the supervising lecturers and tutors carry out their roles well in guiding students during Field Practices. This can be observed in the average success score of field practice students for the Professional Teacher Education Level Middle School Mathematics Department, which is 90.88. If viewed from the lowest score is 85.53 and the highest score is 98.42, it can be concluded that, on average, students of Professional Teacher Education at the Middle School level in the Mathematics Department have successfully carried out Field Practices well.

**Table 4.** Correlation and Regression Test Results

Variable	R Score	R Square	F Score	P value
The Effectiveness of Mentor Teachers, Lecturers in the Development of Learning Tools, and the Success of Field Practice for Teacher Professional Education Students	0.689	0.487	8.532	0.002

Table 4 shows that the calculated F value is 8.532 with a significance level of  $0.002 < 0.05$ , so it can be concluded that the role of tutor teachers and supervising lecturers jointly has the effectiveness of mentoring the development of learning devices on the success of the Field Practice of Teacher Professional Education students which indicates that  $H_a$  is accepted, and  $H_o$  is rejected. From the processing of the data in Table 4, a correlation efficiency of 0.689 was also obtained. From these results, a determination coefficient (*R Square*) of 0.487 was obtained, or in other words, the influence of guidance on the development of learning tools by tutors and supervisors on the success of the Field Practice of Teacher Professional Education students at the level Middle School Department of Mathematics by 48.7%.

### 3.3 Instructions for Developing Learning Devices for the Success of Student Field Practices for Professional Education Teachers at Middle Schools in the Civics Department

The source of the data used to determine the level of success of the development of learning tools on the success of the Field Practice of Professional Teacher Education students at the Middle School Level in the Civics Department is the acquisition of scores during the guidance process for the development of learning devices and the resulting values from the entire process of Field Practice activities for Teacher Professional Education students. Data were obtained from as many as 68 students, with each of them being acquired.

**Table 5.** Descriptive Data on the Role of Assistant Teachers, Supervisors, and the Success of Field Practice Students of Professional Education Middle School Teachers in the Civics Department

Statistic Descriptive	The Role of Assistant Teacher	The Role of the Supervisors	The Success of Student Field Practices for Professional Education Teachers at the Middle School Level in the Civics Department
Mean	91.83	94.47	93.51
Median	91.53	94	94.02
Mode	90	96	91.32
Standard Deviation	4.46	3.05	3.12
Minimum	80	88	86.26
Maximum	98.95	100	98.75
Count	68	68	68

From Table 5, it can be seen that the average value of the success of field practice students for professional education teachers at middle schools in the Civics Department is 93.51. If viewed from the lowest score, 86.26, and the highest score, 98.75, it can be concluded that, on average, the students of the Professional Education Teacher Level Middle School Department of Civics have successfully carried out the Field Practice program well.

**Table 6.** Correlation and Regression Test Results

Variable	R Score	R Square	F Score	P value
The Effectiveness of Assistant Teachers, Lecturers in the Development of Learning Devices, and the Success of Field Practice for Teacher Professional Education Students	0.734	0.539	38.043	0.000

In Table 6, it can be seen that the calculated F value is 38.043 with a significance level of  $0.000 < 0.05$ , so it can be concluded that the role of tutor teachers and supervising lecturers jointly has the effectiveness of mentoring the development of learning tools on the success of the Field Practice of Professional Education students which indicates that  $H_a$  is accepted, and  $H_o$  is rejected. From the processing of the data in Table 3.6, a correlation efficiency of 0.734 was also obtained. From these results, a determination coefficient (*R Square*) of 0.539 was obtained, or in other words, the influence of instruction on the development of learning tools by assistant teachers and supervisors on the success of field practice for students of professional education for school-level teachers in Intermediate Civics Department of 53.9%.

### 3.4 Discussion

Based on the results of the research, the success of Field Practices for Middle School Professional Education students with the division of Departments such as English, Mathematics, and Civics cannot be separated from the parties directly related to its implementation. The intended party is the role of tutor teachers and supervising lecturers who are tasked with accompanying and guiding Teacher Professional Education students, in this case, guiding in developing learning tools aimed at accustoming Teacher Professional Education students to be active, creative, and innovative in presenting learning material. The pattern of mentoring the development of learning tools is said to be successful, which can be measured by the achievement or success of Teacher Professional Education students carrying out the Field Practice process. [8] gave the opinion that the implementation of Field Practices is inseparable from the participation of tutors and supervisors, where teacher readiness can be seen from the level of success in carrying out Field Practices.

Based on the readiness of the students participating in the Teacher Professional Education Field Practice, they will be influenced by the role of tutor teachers and supervising lecturers. Supervisor teachers and supervising lecturers have the task of providing input and direction to Teacher Professional Education students who carry out the Field Practice process to gain broader experience and become figures of professionalism, which will later be marked by awarding educator certificates [9].

The role of supervising lecturers in providing guidance is very important [10], especially regarding the development of learning tools that are useful for achieving high graduation rates. Based on the results of the study, it can be illustrated that the guidance process carried out by supervising lecturers and tutors in guiding developing learning tools has a positive value. This is indicated by the level of effectiveness of supervising lecturers and tutors towards graduation from each department based on Table 1, Table 3, and Table 5.

This is in line with the demands of the world of education in the current Century, which is preparing teachers as quality educators who continue to develop. The answer to these demands can only be realized through an education that facilitates teachers' ability to develop their potential. As the spearhead in advancing the nation is education [11], teachers need to understand the characteristics of the material, students, and innovative learning methodologies so that the learning process will become more varied. It is known that the role of the teacher is not merely to provide information but also to direct and provide learning facilities so that the learning process is adequate [12]. The focus of this research is to produce data related to the effectiveness of co-teachers and supervisors in the development of learning tools that can have a significant influence on the success of Field Practice for Middle School Professional Education Teacher students. The success of the Field Practice of Professional Education students is supported by the contributions of parties directly related to its implementation. The role of the supervising lecturer is to guide and direct students in carrying

out Field Practices, carry out field supervision, guide student practice in preparing learning tools, guide student practice in preparing Field Practice reports, test student practice in carrying out teaching practice, and evaluate student practice activities during practical activities at school [13].

If Professional Education Teacher students have received good direction, guidance, and experience, then the hope of becoming professional educators will be achieved. Supervising lecturers and co-teachers must complement each other to be able to collaborate well in carrying out their duties and authority. The good role of supervising lecturers and tutors in the guidance process has an impact on the better results of student Field Practices. On the other hand, if one does not work according to the role, it is possible for problems to occur with a negative impact on students participating in the Teacher's Professional Education who take part in Field Practices. Supervising lecturers and tutors as parties appointed by the university to guide must be able to guide and direct Teacher Professional Education students in carrying out Field Practices.

## 4 Conclusion

Based on the results and discussion in this study, it can be concluded that:

1. There is effectiveness in the role of the learning tools developed by both co-teachers and supervisors on the success of Field Practice Professional Education students at the English Department of Middle and High School levels. The resulting effectiveness rate is 51.7%.
2. There is effectiveness in the role of the learning tools developed by both co-teachers and supervisors on the success of field practice Professional Education students at the Mathematics Department of Middle and High Schools. The resulting level of effectiveness is 48.7%.
3. There is effectiveness in the role of the development of learning tools by both co-teachers and supervisors on the success of Field Practice Professional Education students at the Middle and High School levels in the Civics Department. The resulting effectiveness rate is 53.9%.

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