The Effectiveness of Learning Tools Development Guidance on the Success of Students' Field Practice in the Professional Education Teacher Program at the Early Childhood and Elementary School Level

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Abstract. This study aims to determine the effectiveness of learning development guidance on the success of students' field practice of teachers in the professional education program for Early Childhood and Elementary School. The population in this study were all professional education students in the Kindergarten and Elementary School Classes of 2022 Faculty of Teacher Training and Education, University of Mataram. The sample used was students in Early Childhood and Elementary Schools who were taken using a proportional random sampling technique. The variables used in this study consisted of independent variables, namely the effectiveness of the supervisor's role in the development of learning tools (X), as well as the dependent variable, namely the success of field practice (Y). The data obtained were analyzed using the SPSS application version 21. The data analysis used was descriptive statistical data, normality test, and linear regression analysis test. Thus, the results showed that guidance on the development of learning tools by both tutors and supervisors on the success of students' field practice in the professional education program at the Kindergarten and Elementary School levels proved to be effective, with the resulting effectiveness level of Early Childhood about 33.5% and 8.5% for Elementary school.

1 Introduction

The implementation of teacher certification is carried out in the context of providing educator certificates as recognition for teachers to become professional educators; the Faculty of

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Teacher Training and the Education University of Mataram, an institution for creating teaching staff, can determine strategic steps in improving teacher quality [1]. The implementation phase of the professional education program includes various processes such as a) lecture process, b) Field Experience Practice, c) Performance Test, and d) Teacher Professional Education Student Competency Test [2]. A process that is quite important in implementing professional education lies in the ability to implement teaching activities carried out in the field practice process, where it is a process of observation and apprenticeship carried out by Professional education students to study aspects of learning and management of education in educational units. Supporting field practice in professional education activities requires treatment in the form of mentoring, and one of the efforts is to program Learning Development Guidance activities. This activity aims to produce Job Learning activities that will be carried out by professional education students who have completed the Material Deepening stage [3].

The Professional Education Program is an educational program organized to prepare graduates of the Bachelor of Education and Non-Educational S-1/D-IV who have the talent and interest in becoming teachers so that they fully master teacher competence following Teacher Education Standards. A professional education teacher is expected to be able to answer various educational problems, such as (1) substandard qualifications and (2) teachers who are lowly competent. In addition, teachers in the education era 4.0 must have the ability 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 [4]. This Program is systematically designed and applies quality principles, starting from the selection, learning process, and assessment, to competency tests so that it is hoped that it will produce professional future teachers who can produce graduates who are superior, competitive, and have character, and love homeland and at the same time, it is expected to be able to answer the educational problems currently faced by the Indonesian people [5]. Moreover, professional education 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. The Program aims to produce teachers as professional educators who fear the God Almighty and have a noble character, knowledgeable, adaptive, creative, innovative, and competitive with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students [6]. Learning device development activities consist of a) preparation of lesson plans, b) preparation of teaching materials both in the form of digital teaching materials, c) preparation of innovative worksheets, d) preparation of learning media, and finally, carrying out activities d) preparation of learning evaluation tools [7]. By programming field practice activities, students of the professional education teachers' Program have time to focus more on honing their teaching skills to better facilitate the various abilities of students at school, especially at the elementary school level [8]. The process of supervising the development of learning devices at the elementary school level is something that must be considered because it will have an impact on the readiness of students when carrying out field practice activities. The ability to carry out lesson plans is part of pedagogic competence, so students of professional education teachers' programs have to make learning tools that can facilitate the various abilities of students.

Based on the results of the author's observations in the form of discussions aimed at gathering information during professional education activities found various problems, especially during the implementation of field practice, starting from the weak ability of students to prepare lesson plans, their readiness of teaching materials, presentation of worksheets, determining learning media, and how to compile learning evaluation tools. To overcome these problems, the Faculty of Teacher Training and Education University of

Mataram, as the organizer of the professional education program, conducts guidance on the development of learning tools.

The guidance is a step to overcome problems during field practice activities. Therefore, this study aims to find out whether the learning tool development mentoring program influences the performance of professional education students when carrying out field practice activities and how effective the Program is. Based on these problems, the researcher intends to conduct a research activity with the title: "The Effectiveness of Learning Development Guidance on the Success of Students' Field Practice in the Professional Education Teacher Program for Early Childhood and Elementary School Levels."

2 Research Method

This study is descriptive quantitative research with a correlational method. Descriptive research is research to make descriptions, systematic, factual, and accurate descriptions of the facts, nature, and relationships between the phenomena being investigated [9], while correlational research aims to find out the relationship between two or several variables [10,11]. The population in this study were all Professional Education Teacher students in the Early Childhood and Elementary School Classes of 2022 Faculty of Teacher Training and Education University of Mataram. The sample in this study were students of Professional Education in Early Childhood and Elementary Schools taken with proportional random sampling. The variables in this study consisted of the independent variable, which is the effectiveness of the supervisor in learning tools development *(X*), as well as the dependent variable, which is the success of field practice *(Y).* Data analysis used is descriptive statistical data, normality test, and linear regression analysis test.

The location was carried out by the Faculty of Teacher Training and Education, Professional Education Teacher Study Program, University of Mataram. The subjects of this study were Learning Development Supervisors and Professional Education Teacher Students in Early Childhood and Elementary School in 2022.

The data analyzed is in the form of a recap of the value of the learning development resulting from the guidance process and data in the resulting form of Field Practice in Professional Education for Early Childhood and Elementary School Classes of 2022. Both of these data were analyzed using the SPSS Program.

3 Results and Discussion

3.1 Results

This study aims to produce information that can be used as material for consideration in making implementation policies in Professional Education at the Early Childhood and Elementary School levels. The data sources obtained in this study consist of one class of Early Childhood teachers with a total of 34 students and 19 classes of Elementary School teachers consisting of 663 students.

3.1.1 Learning Development Guidance for the Success of Field Practice in the Professional Education Teacher Program for Early Childhood Level

The source of the data used to determine the success of learning development guidance of field practice in the professional education program for the Early Childhood level is the acquisition of scores during the guidance process for developing learning tools and the resulting scores from the overall field practice process with a total of 34 students.

Table 1. Descriptive Data on the Learning Development Guidance and the Success of Field Practice in the Professional Education Program for Early Childhood Education Level

Statistic Descriptive	Learning Development Guidance	The success of Field Practice in the Professional Education Teacher Program for Early Childhood Level
Mean	93.03	92.39
Median	92.55	92.14
Mode	95.13	86.80
Standard Deviation	1.45	2.47
Minimum	89.71	88.67
Maximum	95.94	97.19
Count	34	34

Table 1 shows that the average value of Field Practice success in the Professional Education Program for the Early Childhood level is about 92.39. If viewed, the lowest score is 88.67, and the highest score is 97.19. Thus, it can be concluded that the average student has successfully implemented the field practice program well. Furthermore, before testing the hypothesis, the data analysis requirements were first tested, which included the normality test and linearity test.

Table 2. Normality Test Results

Variable	*KS-Z Score*	*P Value*	Information
Learning Development Guidance	0.881	0.420	Normal
The success of Field Practice in the Professional Education Teacher Program	0.725	0.669	Normal

Normality testing is carried out to determine whether the data distribution is normal, with the stipulation "If the *p Value (sign)* > 0.05, then the variable is normally distributed. Table 2 shows a *P-value (sig)* > 0.05, so it can be concluded that all variables in this study are normally distributed.

After testing for normality and getting the results of all variables normally distributed, the next step was testing linearity. This test was conducted to determine whether the relationship between the two variables is linear or not. The decision-making basis used is "If the *P value* sig (Deviation from Linearity) > 0.05, then the data can be said to be linear. And "If the *P value* sig (Deviation from Linearity) < 0.05, then the data can be said to be not linear.

Table 3. Linearity Test Result

Variable	*F Score*	*P Value*	Information
Learning Development Guidance and the Success of Field Practice in the Professional Teacher Program	9.324	0.010	Linear

Table 3 shows that the Deviation from the linearity value is 0.10 > 0.05, it can be concluded that the variables in this study have a linear pattern. After all the data meets the requirements of data analysis, the next step is testing the hypothesis with correlation analysis and regression analysis techniques.

Table 4. Correlation and Regression Test Results

Variable	*R Score*	*R square*	*F score*	*P value*
Learning Development Guidance and the Success field practice in the professional education program for Early Childhood	0.579	0.335	16.108	0.000

Table 4 shows that the calculated F value =16.108 with a significance level of 0.000 <0.05, then there is the effectiveness of developing guidance for learning tools on the success of field practice in the professional education, which indicates that Ha is accepted, and Ho is rejected. From the processing of the data in Table 4, it was also obtained that the coefficient of correlation was 0.579, and from these results, the coefficient of determination *(R Square*) was 0.335 or in other words, the influence of guidance on the development of learning tools on the success of field practice in the professional education at the Early Childhood level was 33.5%.

Table 4 also shows the results of the correlation analysis between variables X and Y. From the results of simple correlation analysis *(r)*, it is found that the correlation coefficient between guidance for the development of learning tools and the field practice success in the Professional Education Program *(r)* is 0.579. This shows that there is a fairly strong relationship between guidance for the development of learning tools and the success of field practice students of professional education (Figure 1).

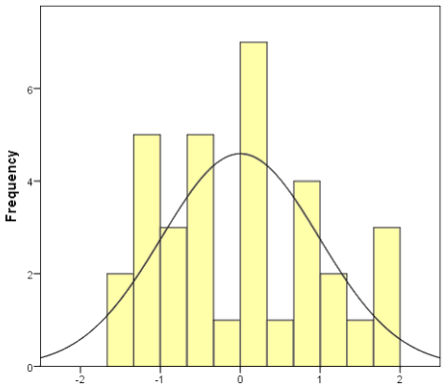

Fig. 1. The yield curve of the linear regression test on the effectiveness of learning tools development guidance and the success of field practice at the professional education for Early Childhood level

3.1.2 Learning Development Guidance for the Success of Field Practice in the Professional Education for Elementary School Level

The source of the data used to determine the success of learning tools development on the success of Field Practice in the Professional Education for Elementary school level is the acquisition of scores during the guidance process for developing learning tools and the value of the entire field practice process.

Table 5. Descriptive Data of Learning Tools Development and the Success of Field Practice at the Elementary School Level

Statistic Descriptive	Learning Tools Development Guidance	The success of Field Practice in the Professional Education Program for Elementary School
Mean	93.52	93.23
Median	94.13	93.42
Mode	94.00	92.63
Standard Deviation	3.52	2.87
Minimum	82.23	79.99
Maximum	99.79	99.86
Count	663	663

From Table 5, it can be understood that the average value for the success of field practice in professional education at the Elementary level is 93.23. The lowest score is 79.99, and the highest score is 99.86, so it can be concluded that the average student's professional education program has successfully carried out the field practice program. Furthermore, before testing the hypothesis, as is the case at the Early Childhood level, a data analysis requirement test is first carried out, which includes a normality test and a linearity test.

Table 6. Normality Test Result

Variable	*Score KS-Z*	*P Value*	Information
Learning Tools Development Guidance	2.324	0.054	Normal
The success of Field practice in professional education program	1.214	0.105	Normal

Normality testing is carried out to find out whether the data distribution is normal or not, with the stipulation "If the p Value (sign) > 0.05, then the variable is normally distributed. Based on Table 6 produces a p-value (sign) > 0.05, so it can be concluded that all variables in this study are normally distributed.

After testing for normality and getting the results of all variables normally distributed, the next step is testing linearity. This test was conducted to determine whether the relationship between the two variables is linear or not. The decision-making basis used is "If the P value sig (Deviation from Linearity) > 0.05, then the data can be said to be linear. And "If the P value sig (Deviation from Linearity) < 0.05, then the data can be said to be not linear.

Table 7. Linearity Test Results

Variable	*F Score*	*P Value*	Information
Learning tools development Guidance and the success of field practice in the professional education program	1.245	0.032	Linear

Table 7 reveals that the Deviation from the linearity value is 0.32 > 0.05, which means that the variables in this study have a linear pattern. After all the data meets the requirements of

data analysis, the next step is testing the hypothesis with correlation analysis and regression analysis techniques. Table 8 shows the results of the correlation analysis between variables *X* and *Y*. From the results of simple correlation analysis *(r)*, it is found that the correlation coefficient between guidance for the development of learning tools and the success of field practice in the professional education program *(r)* is 0.292. This shows that there is a fairly strong relationship between guidance for the development of learning tools and the success of students' field practice in the professional education program (Figure 2).

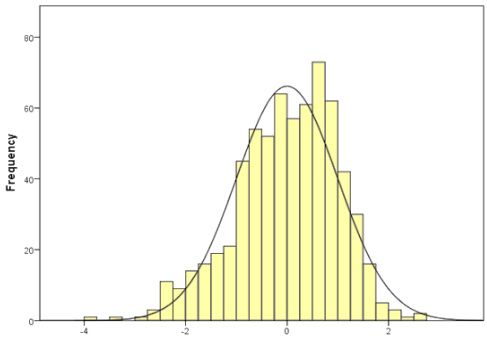

Fig. 2. The yield curve of the linear regression test on the effectiveness of learning development guidance and the success of students' field practice in the professional education program for Elementary School level

Table 8. Results of Correlation and Regression Testing

Variable	*R* Score	*R* square	*F* Score	*P* value
Learning Development Guidance and the Success of Students' Field Practice in the Professional Education Program	0.292	0.085	61.523	0.000

Table 8 reveals that the calculated F value = 61.523 with a significance level of 0.000 <0.05. Then, there is the effectiveness of learning development guidance and the success of students' field practice in the professional education program, which indicates that Ha is accepted, and Ho is rejected. From the processing of the data in Table 8, a correlation efficiency of 0.292 was obtained, and from these results, a determination coefficient *(R Square*) was obtained of 0.85 or in other words, the influence of guidance on the development of learning tools on the success of students' field practice in the professional education for Elementary school level which is about 8.5%.

3.2 Discussion

The Field Experience Program (PPL) is one of the programs that every Professional Education student must take part in. The implementation of the Professional Education program was pursued to further hone the competencies possessed by Professional Education students in positions, including pedagogic competence, personal competence, professional competence, and social competence. The knowledge possessed by field practice professional education, tutor teachers, and supervisors has a very large role in supervising the development of devices and in implementing field practice [12].

Based on the results of the study, there was an effective influence on the role of tutors and supervisors in guiding the development of learning tools for Early Childhood Education teacher students at the Early Childhood level, which is interpreted in Table 4. Therefore, the Ha hypothesis can be accepted, and the Ho hypothesis is rejected for the level of effectiveness

of the process of mentoring, the development of learning tools, and the success of students' field practice in professional education at the Early Childhood level based on a value *(r)* of 0.579.

According to Sugiyono (2010) listed in [13] regarding guidelines for providing an interpretation of the correlation coefficient *(r)* as follows: a) interval 0.00 - 0.199 deficient category, b) interval 0.20 - 0.399 low category, c) interval 0.40 – 0.599 medium category, d) interval 0.60 – 0.799 strong category, and e) interval 0.80 – 1.000 very strong category. Based on this interpretation, the level of effectiveness of mentoring the development of learning tools and the success of students' field practice in the professional education program at the early childhood level is in the medium category, with an effective level of 33.5%, which can be seen in Figure 1.

Meanwhile, the results of the research on the effectiveness of guidance on the development of learning tools for professional education students at the Elementary School level, which are interpreted in Table 8, answer that the hypothesis Ha is accepted and Ho is rejected, which means that there is influence or effectiveness of the guidance process in the development of learning tools on the success of field practice in the professional education at the Elementary School level. The results obtained are based on Table 8, namely the value *(r)* of 0.292 with an effective level of 8.5%; this result can be seen in Figure 2.

Thus, tutor teachers and supervising lecturers have an important role in the success of the Professional Education Teacher Program. Supervising lecturers and tutor teachers as parties assigned by the university to guide and direct teachers of professional education students in carrying out field practice activities [14].

The role of tutor teachers and supervising lecturers in more detail is to be able to guide and direct professional education students in implementing field practice, carrying out field supervision, guiding professional education students in preparing learning tools, guiding professional education students in preparing field practice reports, testing professional education students in implementing teaching practices and conducting evaluations regarding the activities of practicing students during the implementation of field practice Professional Education Teacher whose activities are fully carried out through online mode or better known as distance education learning. Finally, online learning methods can be part of the challenges that must be faced by tutor teachers and supervisors as well as Professional Education students to produce professional quality graduates [15].

4 Conclusion

Based on the results and discussion study, several points concluded that there is the effectiveness of learning tools development guidance by both tutors and supervisors on the success of students' field practice in the Professional Education Teacher Program at the Early Childhood Education level with the resulting effectiveness level of 33.5%. Furthermore, there is the effectiveness of learning tools development guidance by both tutors and supervising lecturers on the success of students' field practice in the Professional Education Teacher Program at the Elementary School level with the resulting level of effectiveness of 8.5%.

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