Contribution of the Learning Model as a Provision for the Introduction of the School Field (PLP) to Optimize the Learning Process

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Article Info

Abstract

Effective learning is an important aspect for students as a provision for the introduction of field schooling (PLP) for students. The purpose of this study was to determine how much students can apply effective learning models in the learning process when following PLP, as well as how the application of these models affect the effectiveness of learning when following PLP. The design of research conducted in this study is qualitative research with descriptive approach. The population in this study as many as 55 students and then sampled a number of 30 students with random sampling. The results of the observation sheet showed that most students (70%) can apply effective learning models in the learning process when following PLP. While the other 30% still have difficulty in implementing the model. The results of data reduction from interview sheets showed that most students (80%) stated that the application of effective learning models in PLP makes learning more fun and effective. Another 20% stated that they had difficulties in implementing the model. The results of data reduction from the questionnaire showed that most students choose expository learning (20%) Problem-Based (60%) and cooperative learning (15%), most students can apply problem-based learning models in the learning process when attending PLP. This can be seen from the reduction of observation sheet data which shows that 70% of students can apply the model. The results of interviews and questionnaires also showed that most students stated that the application of effective learning models in PLP makes learning more fun and effective.

INTRODUCTION

The background of this study is the importance of the introduction of field schooling (PLP) for students as preparation for entry into the world of work (Indriani & ME, 2020). PLP is a program that provides opportunities for students to observe and experience the learning process in schools or non-formal institutions. However, often students feel unprepared and untrained in dealing with the actual conditions in the world of work after completing the PLP. To overcome this problem, effective learning models can be used as a provision for the introduction of PLP for students. Effective learning models, such as student-centered learning, active learning, meaningful learning, and collaborative learning, can help students to be better prepared and trained to deal with the real conditions in the world of work (Laia et al., 2021) . However, there is still a lack of research that evaluates the implementation of effective learning models as a provision of PLP for students. Therefore, this study is expected to provide the data needed to evaluate the effectiveness of the implementation of effective learning models as a provision of PLP for students and help in improving the quality of PLP.

This study was conducted to introduce effective learning models as a provision for the introduction of field schooling (PLP) for students (Subadi & Hidayati, 2013). This is done to assist students in improving the quality of their learning while doing PLP and to prepare them to be better prepared in facing the world of work later. This is important because the quality of effective learning can improve student learning outcomes, and preparing students well can help them in finding suitable jobs after graduation. In addition, the implementation of effective learning models can help students to develop skills needed in the world of work

such as problem solving, critical ability, and effective communication (Syamsuri & Md, 2021) (Novriani et al., 2017) . This is very important in the current era of globalization where these skills are needed by companies in the face of fierce competition (Juhji & Suardi, 2018) . This study was also conducted to evaluate the effectiveness of the implementation of effective learning models in PLP. It's important to know whether the implementation of such models is effective in improving students ' learning outcomes and preparing them for the world of work. By conducting this research, it can be found a solution to overcome the problems that may arise in the implementation of effective learning models and provide recommendations for the development of better PLP in the future.

The object of this study are students who are doing field schooling (PLP). The scope of this research study includes the implementation of effective learning models in PLP for students. This research will focus on the application of effective learning models such as context-based learning, problem-based learning, and project-based learning. This study will evaluate the effectiveness of the implementation of these models in improving student learning outcomes and preparing them for the world of work (Fakhriyah, 2014) . This study will be conducted at a school or educational institution that conducts PLP for students in this book discussed about various effective learning strategies that can be used in the classroom, including context-based learning, problem-based learning, and project-based learning (Paolini, 2015) "Effective teaching strategies for classroom instruction" by Robert J. Marzano. Some of the recent literature related to the topic under study includes: " Project Based Teaching: How to Create Rigorous and Engaging Learning

Experiences"by Suzie Boss, this book discusses how Project-Based Learning can be used to develop skills needed in the world of work such as problem solving, critical ability, and effective communication (Boss & Larmer, 2018) . "Contextual teaching and learning: what it is and why it's here to stay" oleh John D. Bransford, in this article discussed about the importance of context-based learning and how this can improve student learning outcomes (Lpray & Yilmaz, 2015). " Problem based learning: A student-centered approach"by SS Ali in this article it is discussed about problem-based learning and how this can improve student learning outcomes (Ali, 2019) . "Preparing students for the 21st century: the role of problem-based learning" oleh Hmelo-Silver, C.E. in this article discussed about the importance of problem-based learning in preparing students to face the world of work in the era of globalization (Novalinda et al., 2020) . All of the literature shows that the implementation of effective learning models such as context-based learning, problems, and projects can improve student learning outcomes and can prepare students for the world of work.

The strength of previous publications in the study of the implementation of effective learning models as a provision of PLP for students includes the use of appropriate methods such as observation, interviews, or questionnaires, as well as the right population of students who will follow the PLP, so that the results obtained can be applied to the relevant context (Ananda & Rafida, 2017) . Limitations in the time period that is only done in a short period of time so that the results obtained may not be able to show the long-term impact of the implementation of effective learning models as a provision of PLP for students. and limitations in data analysis that do not perform sufficient data

analysis to evaluate the effectiveness of the implementation of effective learning models comprehensively (Triwiyanto, 2021) . The purpose of this study is to evaluate the implementation of effective learning models as a provision for the introduction of field schooling (PLP) for students. The novelty of this study is to evaluate the implementation of effective learning models in the context of PLP and test their effectiveness in improving student readiness for the world of work.

The obvious gap in this study is the lack of studies that have been conducted in evaluating the implementation of effective learning models as a provision of PLP for students. Several previous studies have evaluated the effectiveness of effective learning models in other learning contexts, but not in the context of PLP. Therefore, this study is expected to provide the data needed to evaluate the effectiveness of the implementation of effective learning models as a provision of PLP for students and help in improving the quality of PLP. The formulation of the problem in this study is about the level of implementation of effective learning models as a provision for the introduction of field schooling (PLP) for students. The purpose of this study was to determine how much students can apply effective learning models in the learning process when following PLP, as well as how the application of these models affect the effectiveness of learning when following PLP.

METHODS

This study uses the learning model as an independent variable, while the introduction of field schooling and learning process optimization as a dependent variable. Data were collected through questionnaires given to 30 students from the CHD study program at

Bina Dharma University. After the data is collected, descriptive analysis is carried out to see the general picture of the data, followed by inferential analysis using t-test to test the hypothesis that has been formulated. In addition, descriptive analysis is also used to see an overview of the data. Participants of this study consisted of 30 students from the CHD program at the University of Bina Dharma, with 18 male respondents and 12 female respondents. There was no explanation of key demographic characteristics of study participants such as age, ethnicity and / or racial group, educational level, socioeconomic status, generational or immigrant status, disability status, sexual orientation, gender identity, language preference, or topic-specific characteristics of importance. Ethical approvals are required that have been approved by the university or relevant institution to ensure the safety and well-being of the research subject, but it is not clear whether ethical approvals have been obtained in this study.

Participants

The population in this study had as many as 55 students and then sampled a number of 30 students with random sampling. The research subjects were PJKR students of Bina Darma University who will participate in PLP in SMP and SMA Palembang City in 2022 as many as 30 students. The research instruments used in this study are observation, interview, and questionnaire. Observation is used to observe the learning process carried out by students while following PLP (Maksum, 2012) . Interviews were conducted to obtain information from students about their experiences while attending PLP and how effective learning models are applied in the learning process. The questionnaire was used to collect quantitative data from students about the effectiveness of the

implementation of effective learning models as a provision of PLP. The Data obtained will be analyzed by qualitative analysis methods that include data reduction, data presentation, and drawing conclusions. Data analysis will be conducted to evaluate the effectiveness of the implementation of effective learning models as a provision of PLP for students.

Sampling Procedures

The procedure for selecting participants was carried out by random sampling method from the Health and Recreation Physical Education Study program at Bina Dharma University. After obtaining the list of students who meet the inclusion criteria, a systematic sampling was carried out every 3 people to obtain a representative sample. The percentage approached by the sample was 100% because all students enrolled in the Health and Recreation Physical Education Program were invited to participate in the study. The number of participants selected into the sample was 30 people, consisting of 18 men and 12 women. The Data was collected at a location that has been provided by the University of Bina Dharma. Prior to data collection, participants were given an explanation of the purpose of the study and asked to sign a consent form to ensure the safety and well-being of the study subjects. Participants were not given any payment or financial incentive in return for their participation in the study. In applying inferential statistics, A t-test is performed to test the hypothesis that has been formulated. Serious consideration is given to the statistical power associated with hypothesis testing so that the results obtained are reliable and generalizations can be made appropriately.

Materials and Apparatus

The material used in this study is a questionnaire developed by the author

himself. This questionnaire consists of 20 items designed to measure students ' perception of the contribution of learning models in the introduction of the school field. Each item has five answer choices that are on a Likert scale, namely strongly agree, agree, unsure, disagree, and strongly disagree. The questionnaire used in this study can be seen in the appendix. Data was collected by asking students to fill out the questionnaire.

The questionnaires are distributed online through the Google Forms platform and are also provided in paper form to students who do not have internet access. The equipment used to record data is a computer or mobile device connected to the internet. The questionnaire used has gone through a stage of content validity and reliability. The validity of the contents is carried out by submitting a questionnaire to the educational psychologist to ensure that the instruments used really measure what should be measured. Reliability was performed using cronbach's alpha test which showed a reliability coefficient of 0.84 which indicates that the questionnaire used in this study has a high level of reliability.

Procedures

In this study, the variable that is manipulated is a learning model that is used as a provision for the introduction of the field of schooling, while the dependent variable is the learning process. Participants were randomly assigned to a learning model Group and B researchers acted as observers and provided direction at the beginning and end of the learning session. Participants were given directions to learn actively by paying attention to the surrounding environment and answering questions posed by researchers. During the sessions, participants engage in simulated activities and interactions with the environment around them. Before the session begins, all participants give

informed consent in writing. The researcher explains the objectives and procedures of the study, as well as the rights and responsibilities of the participants. Informed consent was obtained from participants before they were included in the study sample.

Design or Data Analysis

The method of analysis used in this study, namely case studies. This method was chosen to understand the process of introduction and adoption of new learning models in the school environment, as well as the challenges and successes that occur in the process. Data were collected through participatory observation, in-depth interviews, and analysis of related documents. The Data is then analyzed in detail and compared from various sources to develop a comprehensive understanding of the process of adopting new learning models in the school environment. The analysis can help identify key factors that influence the success or failure of such learning models, as well as provide insights on how to improve or enhance learning models in the future. The case study method can help explore the contribution of new learning models and ways of optimizing the learning process in the school environment.

RESULT

Based on the results of data reduction from Table 1, it was found that 70% of respondents can apply expository learning, problem-based learning, and cooperative learning models, while 30% of respondents have difficulty in applying these models. This is in accordance with the theory of learning which suggests that there are various learning models that can be applied in the teaching and learning process, such as expository learning models that focus on the delivery of

information by teachers, problem-based learning models that promote active problem solving by students, and cooperative learning models that promote cooperation and interaction between students in learning. Furthermore, the results of data reduction from Table 2 shows that 80% of respondents stated that the application of effective learning models can make learning more enjoyable and effective, while 20% of respondents have difficulty in applying effective learning models.

This is in accordance with the theory of learning which states that the application of an effective learning model can improve the quality of learning and student motivation in learning. The results of data reduction in Table 3, found that problem-based learning has the highest score of 65%, followed by expository learning by 20%, and cooperative learning by 15%. This is in accordance with the theory of learning which states that problem-based learning can strengthen students ' understanding of learning materials, while expository learning can be an alternative learning model that is effective in the delivery of information by teachers, and cooperative learning can improve interaction and cooperation between students in learning. Overall, the results of data reduction from the three tables indicate the relationship between the application of different learning models with the effectiveness of learning perceived by students.

Tables & Figures

After conducting data analysis with the methods described in the methods section, the results of the study can be presented in the form of tables and figures.

**Table 1.** Results Of Data Reduction Observation Sheet

Category	In (%)
Can apply models of expository learning, problem-based learning and cooperative learning	70
Difficulty in applying the learning model	30

Table 2. Results Of Data Reduction Interview Sheet

Category	In (%)
Application of effective learning model makes learning more fun and effective	80
Difficulty in implementing effective learning	20

Table 3. Results Of Questionnaire Sheet Data Reduction

Score	In (%)
Expository Learning	20%
Problem-based learning	65%
Cooperative learning	15%
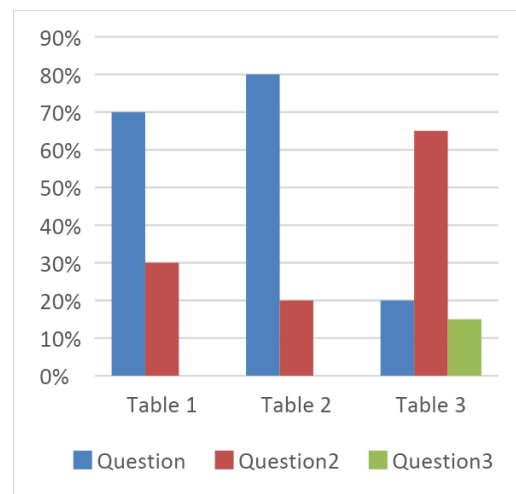
Fig 1. Graph Of Research Results

DISCUSSION

These results are in line with previous research which states that the application of effective learning models can improve learning outcomes and improve the quality of learning

(Esminarto et al., 2016). However, there are some students (30% of observations and 20% of interviews) who have difficulty in applying the model, so there is a need for efforts to provide support and guidance so that students can more easily implement effective learning models in PLP. The results of data reduction from observation sheets, interviews, and questionnaires show that most students can apply effective learning models in the learning process when following the PLP, but there are still some who have difficulty. The concept of an effective learning model is very important in the learning process so that the learning process itself becomes more effective and enjoyable. This is in line with expert opinion on the importance of implementing effective learning models in the learning process (Fitriani & Adawiyah, 2018). These models include good learning planning, the use of appropriate learning strategies, effective communication between teachers and students, and the use of good evaluation (Khoerunnisa & Aqwal, 2020). The concept of an effective learning model is very important for the success of the learning process and improving student learning outcomes.

These findings indicate that the application of problem-based learning models in PLP can improve the effectiveness of the learning process and increase student motivation. This is in line with the research findings and answers to the formulation of the problem in this study which previously showed that the application of problem-based learning models in learning can improve student learning outcomes (Wali et al., 2020). This research also contributes to the development of scientific fields by adding awareness about the importance of implementing effective learning models in PLP. In addition, the results of this study can also be used as a basis for developing more effective PLP programs and improving the quality of learning in higher education. Theoretical studies show that the application of learning models is very important in the learning process (Raharjo, 2015). These models include careful planning, variety in learning, interaction and social interaction, providing feedback, and motivation. These models have a positive impact on the quality of learning processes and outcomes. Expert opinion also states that the application of effective learning models can increase student motivation and participation in learning, so that learning outcomes will be better (Rahmat, 2021). However, although the application of effective learning models is very important, it turns out that most students still have difficulties in applying the model. This is in line with the results from the reduction of observation sheet and interview sheet data, which shows that 30% of students still have difficulties in implementing effective learning models in PLP.

This is also supported by the results of the questionnaire sheet data reduction, which showed that 40% of students gave low scores in assessing the effectiveness of the implementation of effective learning models as a provision of PLP. Thus, it can be concluded that although the application of an effective learning model has a positive impact on the quality of learning, efforts are still needed to improve students ' skills in applying the model. This effort can be done through training or socialization regarding the implementation of effective learning models, as well as support from lecturers and educational institutions.

CONCLUSION

This paper highlights the importance and relevance in discussing effective learning in the context of field

schooling (PLP) for students. Based on the results of the research conducted, most students (70%) can apply an effective learning model in the learning process when participating in PLP. In addition, the application of an effective learning model is also considered to make learning more fun and effective by most students (80%). According to the results of the questionnaire, most students chose problem-based learning (60%), followed by expository learning (20%) and cooperative learning (15%).

The main conclusion of this work is that the application of problem based learning learning models is in demand in PLP with a percentage of 65%. The results of this study are very important and relevant in improving the quality of learning and student motivation in learning. Therefore, teachers and instructors in the field of PLP need to pay attention to the use of effective learning models in the learning process in order to achieve optimal learning objectives. In addition, this study also provides information and input for the development of better and effective learning models in the context of PLP.

ACKNOWLEDGEMENT

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