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DEVELOPMENT OF SKILLS OF PROSPECTIVE TEACHER STUDENTS IN USING LEARNING MEDIA THROUGH FIELD STUDY

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ABSTRACT

It is necessary to develop the skills of prospective teacher students in using various forms of learning media. This research aims: (1) to analyze the perception of prospective teacher students towards field study to school, (2) to analyze the level of understanding of prospective teacher students towards learning media subject matter, (3) to analyze the usefulness of field study for prospective teacher students in studying learning media courses. The research method used is qualitative with a descriptive type of study research—data collection techniques through complete observation, documentation, and structured interviews. The results showed (1) Perceptions of prospective teacher students towards field study to school: (a) Strongly disagree that learning media courses are only studied as the theory in class, (b) With field study to school, the material of learning media courses becomes more interesting. (2) The level of understanding of prospective teacher students towards learning media subject matter: (a) Through field study, prospective teacher students gain direct experience related to the use of various forms of learning media, (b) With field study make learning media subject material relevant, (c) Field study helps prospective teacher students easily understand learning media subject material. (3) Field study is helpful for prospective teacher students learning media course material. This research implies that developing a learning media lecture system is necessary through a field study of prospective teacher students in schools.

A. INTRODUCTION

Effective teachers succeed in bringing students to achieve the success of learning goals and outcomes by following the rules that apply in the learning system. The success of learning objectives can be seen as one way To achieve a level of learning effectiveness. Teachers must master various basic teaching skills. Essential teaching skills include asking questions, giving edification, holding varieties, explaining, opening and closing lessons, guiding discussions, organizing classes, using learning media, and using technology (Budiana et al., 2022; Helen, 2021). This skill is inherent in the teaching profession due to the course of education carried out by educational institutions (Mala Nur, 2021; Octaviani & Tias, 2022).

To achieve the success of learning goals and outcomes, reach a level of learning effectiveness, and master various basic teaching skills, prospective teacher students must be serious about undergoing the learning process in the lecture system. In addition to having to complete Semester Credit Units (SKS) as a measure of study load, prospective teacher students must also get direct experience organizing the learning process through *micro-teaching* practices and Field Experience Practices (PPL). So that someday, when you become a teacher, you can carry out the learning process at school by following the rules that apply to the learning system.

However, the existing conditions still show that the learning process in the lecture system of prospective teacher students takes place monotonously, which results in boredom and sleepiness, resulting in disruption of student learning concentration (Oktaviani et al., 2019). Another cause is that the lecture system only takes place in the room, the discussion of the material is theoretical only, learning resources are limited, and and the learning models and methods used by lecturers are only lectures that are one-way learning communication. Whereas in the lecture system, lecturers are required to innovate, create, and vary, both related to the place of lecture, the use of learning approaches, learning resources, learning strategies, learning methods, learning techniques, learning tactics, teaching media, learning communication, and learning models. The lecturer's concern for all aspects of learning needs is the same as his concern for the results obtained during lectures that are meaningful to prospective teacher students. Professional lecturers will make every effort to carry out and meet the learning needs of prospective teacher students.

The results of Zaidaturrihana and Kusno's (2023: 167-171) research say that (1) students need varied learning methods to be more motivated in their activities in lectures; (2) students need more adequate learning resources, media, and learning models that are not monotonous so that lectures are not boring; and (3) students feel the need for service and contributions from lecturers and friends in the lecture process to help them if there are things that need to be discussed.

One variation of learning methods that lecturers can use in the learning process of prospective teacher students is field study to school, which is a learning process to witness real objects directly, to gain direct experience, and to produce a complete understanding of the learning process. In addition, it also makes observations (observations) to teachers as a model in carrying out the learning process in the classroom, one of which is in using various forms of learning media.

There are several previous research results, including: (1) Profile of Teaching Skills of Prospective Teacher Students through Senior Teacher Induction Activities (Kurnia Noviartati, 2015: 57-64); (2) LPTK Strategy in Pedagogic Competency

Development of Prospective Teachers (Caraka Putra Bhakti and Ika Maryani, 2016: 98-106); (3) Analysis of Professional Competence of PAI IAIN Batusangkar Teacher Candidates Based on Gender (Rizki Pebrina, 2019: 51-57); (4) Student Perceptions as Prospective Teachers of Islamic Religious Education (PAI) in Facing the Challenges of the Digital Age (Arlina, Ridha Nabila, Nursela Anggraini, Aldikha Aditya Maulana, Siti.

Rahmani, 2021:15-23); (5) Synergy of Students Prospective Teachers of Islamic Religious Education in Overcoming Student Problems with Guidance and Counseling Teachers (Ummah Karimah, Sofiyani Ari Saputra, Ahmad Wafi, et al., (2022: 145-153); and (6) Islamic Education and the Era of Society 5.0; Opportunities and Challenges for PAI Students to Become Teachers with Character (Muhammad Idris, 2022: 61-86).

Referring to the results of previous research, there are still no research findings related to the development of prospective teacher students' skills in using learning media through *field studies* in schools. Therefore, this study is believed to provide new information. Thus, the objectives of this study are to (1) Analyze the perception of prospective teacher students towards *field study* to school, (2) Analyze the level of understanding of prospective teacher students towards learning media subject matter, and (3) Analyze the usefulness of *field study* for prospective teacher students in studying learning media subject material that is being studied in lectures.

B. LITERATURE REVIEW

Skill Development of Prospective Teacher Students

Development is a process of increasing identity, ability, and capacity to achieve specific goals by individuals and groups (Unang Wahidin, 2014: 113-116). Skill comes from the word "skillful," which means proficient in completing tasks, capable and dexterous (Big Dictionary Indonesian), and Able to act quickly and precisely (Prawiradilaga, 2016); The ability to do a job quickly and correctly, in this case the scope of skills is comprehensive which covers various activities (Zahri at all, 2017); and Efforts to acquire agile, fast, and precise competencies in dealing with problems (Putri, 2020).

Based on some of the notions mentioned above, it can be concluded that skill development is a process of increasing the identity, ability, and capacity of a person or group of people so that the person concerned can complete tasks and problems appropriately, quickly, and correctly.

The development of the skills of prospective teacher students must continue to be carried out by the students concerned, by lecturers, and by the Educational Institution and Education Personnel (LPTK). This is related to the tasks that will be undertaken by prospective teacher students in the future, which are indeed full of challenges and different from today. With the development of these skills, it is hoped that prospective teacher students, when they later become teachers, will be able to carry out the tasks of the field of education professionally.

Use of Learning Media

In carrying out their profession, teachers must have various basic skills in carrying out the learning process, including basic skills in using learning media. Unang Wahidin (2018: 234) states that one of the basic skills required of a teacher is to understand and use various forms of learning media in the learning process.

Learning media, functioning as learning resources, learning aids, and teaching aids, is one of the sub-systems in the learning system, so its use can affect the

achievement of learning objectives. Research conducted by Aidil Saputra (2019: 156-168) said that the impact of the use of learning media by Islamic Religious Education teachers on student teaching achievement produced good results. The results of the research above proved that the media is very influential on student learning achievement, can increase independent behavior, make it more easily understood, and provide suitable experiences in the learning process.

Prospective teacher students must understand the importance of learning media and be able to use various forms of learning media in the learning process. The use of learning media, of course, is done by considering the suitability of learning objectives and materials, as well as the time and form of learning media available at the school where they work. According to Laser Narindro et al. (2021: 111-122), in teaching and learning activities, the selection of suitable learning media to support these activities is needed because the material and learning outcomes must be measurable, accurate, and efficient in terms of cost and time. This requires the role of learning media to be needed because without learning media, it cannot run optimally.

Field Study

Field study (field study) is one of the learning methods in which the learning process occurs by directly seeing the observed environmental conditions following the material and learning objectives to be achieved. According to Bevan and Sharon in Syardiansah (2018: 11-20), *field study* or field study is a learning method through direct data collection by observation, interviews, taking notes, or asking questions, and during the process, learners are directly in the field.

Behrendt and Franklin (2014) suggest that field trips are an activity that brings students to a unique place and cannot be brought into the classroom. Each learner observes natural phenomena and forms their knowledge based on experience. Furthermore, Ria Wulandari (2016: 67-80) said that field visits are learning methods that involve visiting a particular object or place following the learning topic so that students can feel a direct experience and assimilate, adapt, and construct ideas.

Field study to school in prospective teacher students will occur the learning process witnessed directly when teachers use various forms of learning media in the learning process so that students get direct experience, add insight and knowledge of objects, and produce a complete and meaningful understanding of the learning process.

C. METHOD

This study uses qualitative descriptive methods, with data collection techniques (1) complete observation, where researchers have been fully involved in what the data source does and naturally (Sugiyono, 2014: 66), (2) documentation techniques which are records of past events (Sugiyono, 2014: 82) in the form of videos of the learning process carried out by Islamic Religious Education and Ethics teachers in class, and (3) structured interview techniques, where researchers have prepared research instruments in the form of written questions whose alternative answers have been prepared, each respondent is given the same questions, and researchers record them (Sugiyono, 2014: 73). The research was conducted on social situations (Spradley in Sugiyono, 2014: 49) located (place) at SMK Negeri 1 Ciomas and SMK Bumi Sejahtera Bogor Regency, the object of research (actors) students of Semester VI of the Islamic Religious Education Study Program (PAI), in the form of field study activities or field studies to schools.

Determination of informants using purposive sampling techniques, namely sampling techniques of data sources with specific considerations that can make it easier for researchers to explore the social situation under study. Meanwhile, the number of data source samples was determined using snowball sampling (Sugiyono, 2014: 53-54). The data analysis technique used refers to the opinion of Miles and Huberman (Sugiyono, 2014: 116) using steps: (1) data reduction, (2) data display in the form of six theme categories in this study consisting of (a) Analysis of prospective teacher students' perceptions of field study to school, consisting of two questions; (b) Analysis of the level of understanding of prospective teacher students towards the learning media subject material, consisting of three questions; and (c) Field study usefulness analysts to schools for prospective teacher students in studying learning media subject material, consisting of one question, and (3) data verification.

C. RESULT AND DISCUSSION

Student Perceptions of Prospective Teachers on *Field Study* to School

Based on the results of structured interviews with informant one, a description of prospective teacher students' perceptions of *field studies* to schools strongly disagreed that learning media courses were only studied as the theory in class. This is as stated by informant one:

"The material learning media course should not only be studied as a theory but also have to see how teachers use various forms of learning media during the learning process in class."

The learning media course material discussion is not enough; it is just a theory discussion. However, it must also be supported by practice in the school learning process so prospective teacher students can relate the theory learned with their school practice. This is as conveyed by Syardiansah (2018: 11-20), so a new understanding is obtained both in terms of science and practice, and *field study* participants have an experience in the form of the ability (proficiency) to be able to compare the knowledge gained in lectures with actual conditions in the field.

With *field studies* to schools, prospective teacher students distribute information, gain direct experience, participate in teacher work duties, see, hear, research, try what they face, and ask questions. Thus, students are expected to be able to solve the problems they face in the learning process on campus and can draw conclusions.

Furthermore, informant two strongly agreed that the learning media course material became more interesting after a study visit to the school. The following are the results of interviews with informant two:

"I agree that the learning media course material becomes more interesting after the field study is carried out in schools."

The use of variations in learning methods of learning media courses through *field study* will attract connections with prospective teachers, who will be faced with new places, atmospheres, and teaching resources that are different from the learning process in the lecture class. Behrendt and Franklin (2014) state that field trips bring students to a unique place and cannot be brought into the classroom. Each learner observes natural phenomena and forms their knowledge based on experience.

The level of understanding of prospective teacher students towards the material of the Learning Media course

Informant Three strongly agreed about gaining hands-on experience for prospective teacher students. The results of the interview with the three informants are as follows:

"Through *this field study*, I gained direct experience related to the use of learning media in the learning process in the classroom."

Field study for prospective teacher students will provide direct experience related to the objects observed, one of which is the use of learning media in the learning process in the classroom. As stated by Suprijanto in Syardiansah (2018: 11-20), field studies provide opportunities to collect new experiences and information. As for Ria Wulandari (2016: 67-80), field visits are learning methods that involve visiting a particular object or place following the learning topic so that students can feel a direct experience and assimilate, adapt, and construct ideas.

Furthermore, informant four answered strongly agreeing that *the field study* made the material learned relevant, following the results of interviews with informant four:

"After I took a *field study* to school, I saw that there was relevance between the theory of learning media courses discussed in lectures with the practice of using various forms of learning media by teachers at school."

Through *field studies*, prospective teacher students will understand the relevance of the theory of learning media courses discussed in lectures and teachers' practice using various forms of learning media in schools. This is one of the advantages of the field visit method (*field study*), as conveyed by Gintings in Ria Wulandari (2016: 67-80) that field visits (*field studies*) can strengthen and deepen understanding of the application of various theories and practices studied.

Field study can help prospective teacher students easily understand the learning media lecture material; this is as conveyed by five informants:

"I agree that field studies can help prospective teacher students easily understand learning media lecture materials; that's what I feel."

Ria Wulandari (2016: 67-80) said that one of the benefits obtained from the application of the field trip learning method (*field study*) is that it can increase learning motivation because it receives an accurate picture of the learning topic being studied and strengthens and deepens understanding of the application of various theories and practices learned. This is in line with the statement of Hutson, Cooper, & Talbert in Behrendt and Franklin (2014) that field trips (*field studies*) with a specific theme or specific purpose can increase and explore the potential cognitive skills, knowledge, curiosity of students and future fields of work.

Benefits of *Field Study* for Prospective Teacher Students in Understanding Learning Media Course Material

Regarding usefulness, prospective teacher students said they strongly agreed that *field studies* helped study course material. This was as conveyed by informant six:

"I agree when it is said that *field studies* provide benefits in learning the material of the learning media courses I am taking in lectures."

Field study (field study) of prospective teacher students to the school will provide benefits for the learning media lecture material that is being studied in the learning process on campus so that students understand the theory more and have the skills to use it in the practice of the learning process.

Some of the benefits of *field study*, according to Suprijanto in Syardiansah (2018: 11-20), are: (1) Provide opportunities to be able to collect new experiences and information; (2) Objects can be observed in their original form; (3) Three-dimensional, natural colors and movements can be observed; (4) The interest and thoroughness of members' observations can be fostered; (5) Opportunities may be provided to participants to learn while working; (6) Procedures can be observed, which can later be applied by participants; and, (7) Provide opportunities for participants to combine lessons at school (campus) with those obtained in the environment.

D. CONCLUSION

Based on the results of complete observations, documentation, and structured interviews in research on developing the skills of prospective teacher students in using learning media through *field study*, the following can be concluded:

1. The perception of prospective teacher students towards *field study* to school consists of (a) Strongly disagreeing that learning media courses are only studied as the theory in class, and (b) With *field studies* to schools, the material of learning media courses becomes more interesting.
2. The level of understanding of prospective teacher students towards learning media subject matter, consisting of (a) Through *field study* (field study), prospective teacher students gain direct experience related to the use of various forms of learning media in the learning process at school, (b) With *field study* (field study) make the learning media course material learned relevant, and (c) *Field study* (Field Study) can help prospective teacher students easily understand the learning media lecture material.
3. *Field study* is helpful for prospective teacher students in learning the material of teaching media courses being studied in lectures.

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