

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Concept of PLP (*Pengenalan Lapangan Persekolahan*)**

In Indonesia, the practicum programs carried out by pre-service teachers are called Program Pengalaman Lapangan (PPL) and Pengenalan Lapangan Persekolahan (PLP). PPL is one of the curricular activities that must be carried out by Teaching Training Education (FKIP) students to achieve a bachelor's degree in education. PPL is generally referred to teaching practice and other activities related to the learning process in schools; all these activities are carried out in a guided manner to meet the professional standards of a teacher. Moreover, PLP course is a form of educational reconstruction carried out by Lembaga Pendidikan Tenaga Kependidikan (LPTK) in arranging the Bachelor of Education Program through the issuance of Permenristekdikti Number 55 of 2017. As a result, PPL courses changed to PLP for study programs education in the Bachelor of Education study program, while PPL is intended for PPG Education students. In the implementation, PLP is divided into two activities: *Pengenalan Lapangan Persekolahan 1* (PLP 1) and *Pengenalan Lapangan Persekolahan 2* (PLP 2).

*Pengenalan Lapangan Persekolahan I* (PLP I) is the first stage in the Introduction to Schooling Fields for the Undergraduate Education Program, which is held in the third or fourth semester. As the first stage, after PLP I it will be continued with the Introduction to Schooling Fields II (PLP II) in a higher semester. The essence of PLP I activities is observation, analysis and direct

appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. Introduction to Schooling Fields II (PLP II) is the second stage in the Introduction to Schooling Fields for the Undergraduate Education Program which is carried out in the sixth or seventh semester. As an advanced stage of PLP I, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Kemenristekdikti:2017).

In order to strengthen the competence of students' understanding, and educational learning, and to shape the personality and identity of prospective educators, after participating in PLP I activities students are expected to have the following learning outcomes (Kemenristekdikti:2017):

1. Describe the general characteristics of students who will later be responsible for educational praxis,
2. Describes the organizational structure and work procedures of the school,
3. Describes the rules and regulations of the school,
4. Identifies ceremonial-formal activities in schools,
5. Identifies routine activities in the form of curricular, co-curricular and extracurricular, and
6. Describing the practices of positive behavior and habits in schools.

PLP I has a learning load of at least 1 (one) credit in the form of field practice. The time allocation for carrying out PLP I is 16 x 170 minutes per

semester. There are 2 (two) alternatives for implementing PLP I, namely the block system and the non-block system.

## **2.2. The Eight Goals of PLP**

### **2.2.1. Review the curriculum and learning tools used by teachers**

#### **a. Understanding the curriculum**

The school curriculum is a curriculum that is guided by a syllabus which refers to the national curriculum created by the school which is designed into a syllabus in accordance with the RPP guidelines.

According to(Hernawan, 2014)The meaning of curriculum can be grouped into three dimensions of understanding, namely (1) curriculum as subjects, (2) curriculum as learning experiences, and (3) curriculum as learning programs/plans. Meanwhile, according to(Mulyadi, 2021)Curriculum is defined as programs and learning experiences as well as expectations of learning outcomes that have been arranged systematically and formulated in such a way through activities and knowledge.

#### **b. Review the curriculum**

According to(Hernawan, 2014)Conceptually, the meaning of curriculum can be grouped into three dimensions of understanding, namely (1) curriculum as subjects, (2) curriculum as learning experiences, and (3) curriculum as learning programs/plans.

### 1). Curriculum as a subject

The definition of curriculum in the first dimension means that basically the curriculum consists of a number of subjects that students must take. In this case, the curriculum is always oriented towards mastering the content or subject matter as the final target of the educational process (content oriented). The content or subject matter that students must master is essentially knowledge related to each subject.

### 2) Curriculum as a learning experience (learning experiences)

The definition of curriculum in the second dimension is not limited to just a number of subjects, but includes all learning experiences experienced by students and influences their personal development. Thus, the definition of curriculum includes all activities carried out by students.

### 3) Curriculum as a program/learning plan

The definition of curriculum in the third dimension means that the curriculum is a program or learning plan (a plan for learning). The definition of curriculum in this dimension seems to bridge views regarding the definition of curriculum being too narrow and views being too broad.

## **c. 2013 Curriculum**

The latest curriculum implemented in Indonesia is Curriculum 13. The 2013 Curriculum (K-13) is the curriculum that applies in the Indonesian Education System. This curriculum is a permanent curriculum implemented by the government to replace the 2006 Curriculum (which is often referred to as the Education Unit Level Curriculum) which has been in effect for approximately 6

years. The 2013 curriculum entered its trial period in 2013 by turning several schools into pilot schools. There are several core point learning tools based on the K13 curriculum according to Trianto in(Dachi, 2018).

1) Student book

Student Books are books intended for students that are used as a guide to learning activities to make it easier for students to master competencies.

2) Syllabus

The syllabus is used as a reference in developing learning implementation plans. The syllabus is developed based on graduate competency standards and content standards for primary and secondary education units in accordance with learning patterns in each particular academic year

3) RPP learning implementation plan

RPP is a plan that contains procedures or steps for teacher and student activities that are prepared systematically to be used as a guide for teachers in carrying out learning activities in the classroom.

4) Student activity sheets (LKS)

The Student Activity Sheet is a student guide used to carry out investigation and problem solving activities.

5) Evaluation instrument or test of learning outcomes

The types of instruments in learning evaluation are divided into 2, namely tests (objective) and non-tests (non-objective).

6) Instructional Media

Learning media can be said to be anything that can be used to convey or distribute material from teachers in a planned manner so that students can learn effectively and efficiently.

### **2.2.2 Examine the learning strategies used by the teacher**

Learning strategies are methods used to improve student understanding and learning outcomes. According to (Nasution, 2017), learning strategy is a comprehensive approach to learning in managing learning activities to deliver lesson material systematically in order to achieve predetermined learning objectives effectively and efficiently. The core components of learning strategies according to (Yazidi, 2014) that is;

#### **1) Discovery/Inquiry learning strategy**

The Discovery/Inquiry learning strategy is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically and logically so that they can discover their own knowledge, attitudes and skills as a form of change in behavior.

#### **2) Problem based learning strategy**

A problem-based learning strategy is a learning strategy that is based on many problems that require authentic investigation, namely investigations that require real solutions to real problems.

#### **3) Project based learning strategy**

A project-based learning strategy is a learning strategy carried out to deepen students' knowledge and skills by creating works or projects related to teaching materials and competencies.

#### 4) Contextual Strategy

Contextual learning is a learning concept by linking the material taught with the real world and encouraging students to make connections between the knowledge they have and its application in life as members of society.

#### 5) Cooperative Strategy

Cooperative learning is a learning strategy that involves student participation in groups to interact with each other, so that in this model students have two responsibilities, learning for themselves and helping fellow group members to learn.

### **2.2.3 Examine the evaluation system used by teachers**

According to(Widiyanto, 2018), the definition of evaluation is a systematic, comprehensive process that includes measurement, assessment, analysis and interpretation of information/data to determine the extent to which students have achieved the learning objectives undertaken. with the aim of knowing the level of success of an educational, teaching or training program being implemented. Following are several types of evaluation based on their objectives(Widiyanto, 2018):

1) Test (Pretest- Posttest)

Pre-test is a test activity carried out before learning begins. Meanwhile, post test is a test activity carried out at the end of learning.

2) Diagnostic evaluation

Diagnostic evaluation is an evaluation aimed at examining student weaknesses and their causal factors.

3) Selective Evaluation

Selective evaluation is an evaluation that is used to select the most appropriate students according to the criteria of a particular activity program.

4) Placement Evaluation

Placement evaluation is an evaluation used to place students in certain educational programs that suit the student's characteristics.

5) Formative Evaluation

Formative evaluation is an evaluation carried out to improve and enhance the learning and teaching process.

6) Summative evaluation

Summative evaluation is an evaluation carried out to determine student learning outcomes and progress.

7) National exam

The national exam has indeed been abolished. However, the form of national examination that was always held by the government was a form of evaluation.

#### **2.2.4 Assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools**

##### **a. lesson plan**

Steps for developing RPP, according to (Khotimah, 2019) The steps or methods for developing integrated learning lesson plans are as follows:

- 1) Syllabus review.
- 2) Formulation of achievement indicators.
- 3) Learning materials can come from textbooks and teacher's guidebooks.
- 4) Description of learning activities.
- 5) Determining time allocation.
- 6) Development of learning assessment.
- 7) Determine learning strategies.
- 8) Determine media, tools, materials and learning resources.

RPP development follows the following principles (Khotimah, 2019):

- 1) Competency indicators formulated in the learning implementation plan must be clear.
- 2) Learning activities that are prepared and developed in the learning implementation plan must support and be in accordance with the basic competencies, indicators and learning objectives that will be realized.

- 3) There must be a suitability of the media and learning resources chosen with the character of the existing indicators and main material.
- 4) There must be conformity between the assessment in the RPP and other components such as KD-Indicators, methods and material characteristics.
- 5) The learning implementation plan must be simple and flexible, and can be implemented in learning activities and the formation of student competencies.
- 6) The learning implementation plan developed must be complete and comprehensive, forming a single unit so that the achievements are clear.
- 7) There must be coordination between program implementing components in schools, especially if learning is carried out in teams (team teaching) or carried out outside the classroom, so that it does not interfere with other lesson hours.

How to develop a lesson plan (Khotimah, 2019):

- 1) RPPs are prepared for each KD which can be implemented in one or more meetings.
- 2) A good lesson plan is clear, whoever teaches it will be able to read and do it because it is explained step by step (process)

- 3) The RPP describes the procedures and organizational structure of learning to achieve the Basic Competencies specified in the content standards & described in the syllabus.
- 4) The arrangement of indicators in the teacher's RPP involves 3 aspects (cognitive, affective, psychomotor) but not necessarily all.
- 5) Learning objectives must contain ABCD or more specifically audience, behavior, condition and degree. This means that the learning objectives must include students (audience), learning behavior (behavior), learning conditions (condition), and level of success (degree).

#### b. Instructional Media

Learning media can be said to be anything that can be used to convey or distribute material from teachers in a planned manner so that students can learn effectively and efficiently. In this case, everything used must be something that can be used to stimulate students' thoughts, feelings, attention and abilities or processing skills so that it can encourage the learning process.(Fadilah, 2006).

The types of learning media that can be used are:

1. Audio media is media that contains messages in auditory form (can only be heard) which can stimulate students' thoughts, feelings, attention and willingness to study the content of the themes presented. For example, audio cassettes, broadcast audio, compact discs, MP3, internet radio, and language laboratories.
2. Visual media is media that is related to vision. This media is divided into two, namely visual media that is not projected and silent projection media. For

example, visual media does not require a projector to project software. Meanwhile, the project media are still film frames, slides, viewing media, and micrographs.

3. Motion audio-visual media are those where the message is received by the sense of hearing and the sense of sight and the resulting images are moving images for example film, television, video, (VCD, DVD, VTR) computers and the like.

#### c. Teaching materials

according to (Magdalena et al., 2020), teaching materials can also be interpreted as all forms of materials that are systematically arranged to enable students to learn independently and are designed in accordance with the applicable curriculum.

1. printed teaching materials, namely a number of materials prepared on paper, which can function for learning purposes or convey information. Examples: handouts, books, modules, student worksheets, brochures, wall charts, photos/drawings, models or mockups .

2. listening teaching materials (audio) or audio programs, namely: all systems that use radio signals directly, which can be played or listened to by a person or group of people, for example cassettes, radios, vinyl records and compact audio discs

3. audio visual teaching materials, namely anything that allows audio signals to be combined by moving sequentially. Examples: video, compact disk, and film.

4. interactive teaching materials (interactive teaching materials), namely a combination of two or more media (audio, text, graphics, images, animation and video) which the user manipulates or treats to control a command or natural behavior of the presentation. Example of an interactive compact disk.

#### d. Evaluation Toolkit

Evaluation tools are divided into 2, namely; non-test and test(Sari, 2013);

##### 1) Nontest

Classified as non-test techniques are:

##### - Multilevel scale

is an assessment tool that uses a scale that has been arranged from the negative end to the positive end so that on the scale the assessor just needs to put a check mark (V).

##### - Questionnaire

A questionnaire (questionair) is known as a questionnaire. Basically, a questionnaire is a list of questions that must be filled in by the person to be measured (respondent).

##### - Match list

A suitable list (check list) is a series of questions (which are usually short), where the respondent being evaluated just needs a suitable mark (✓) in the space provided.

##### - Interview

An interview is a method or method used to obtain answers from respondents by means of one-sided questions and answers. It is said to be one-sided because in this interview the respondent was not given the opportunity to ask questions at all. Questions are asked only by the evaluation subject.

- Observation

Observation or observation is a technique that is carried out by making careful observations and recording systematically.

- Biography

Life history is a description of a person's condition during their life.

2) Test

- Diagnostic tests

Diagnostic tests are tests that are used to determine students' weaknesses so that based on these weaknesses appropriate treatment can be given.

- Formative tests

From the meaning of the word form which is the basis of the term formative, formative evaluation is intended to find out the extent to which students have been formed after following a certain program.

- Summative test

Summative evaluation or summative test is carried out after the end of a group of programs or a larger program.

### **2.2.5 Examining the use of technology and communication in learning**

According to.(Wijanto et al., 2021)Technology develops rapidly, giving birth to many new hardware and software. components of information technology.

Types of use of technology in the field of education.

1. Computer-based learning is an introduction to technology in the field of computers, namely processing written files and so on at a higher level, computers or laptops can be used for work. There are two computer-based learning models, including computer-based instruction and computer-assisted instruction.
2. E-Learning is a learning system that utilizes computer and internet technology as a medium for student learning in the form of text or voice anywhere without meeting face to face with the teacher. This kind of system is of course owned by every university. This enrichment system is content such as material that students can download during online exams or a student assessment system in the form of a website.
3. Blended Learning is a learning method that mixes face-to-face and online meetings by providing real-time metrics via conferences, video conferences or online chats for answers and questions.
4. According to the Association of Research Libraries ARL, the digital library aims to provide smoothness in collecting and organizing knowledge and information in digital format.
5. The use of teaching and learning support tools is a learning process that does not require teachers to convey teaching materials verbally but can use videos or

laptops which are displayed using a projector so that objects are larger and can be seen.

Communication in learning also has other advantages, such as the use of language which is easier for students to understand, apart from that, by using formal communication someone can better maintain their language speech. Communication objectives include many things depending on the desires or hopes of each participant. However, communication does not have to be done intentionally, because if so, communication will only be limited by one function, considering communication as an instrument, (Group, nd)

#### Types of use of formal communication in learning

1. The teaching and learning process in the classroom is the teaching process in the classroom using standard and formal language so that it is easy for students to understand.
2. Discussion presentations are learning activities that convey the results of discussions using formal communication, which has better educative value in providing a more meaningful learning process and eliminating communication barriers.
3. A seminar is a learning process for someone who will be a speaker in an academic seminar that uses formal communication so that the academic values in the seminar become more pronounced compared to using informal communication.
4. Workshops are activities that use formal communication which seems elegant and this communication has more academic value.

5. The presentation of scientific work is the publication of the results of scientific work at the time of presentation which definitely uses a formal type of communication. Even though the impression is stiff and serious. Formal communication shows that we are not messing around with the results of the scientific work that will be presented.
6. The academic session to obtain an educational degree that students pass must use formal communication in this process. Formal communication shows our seriousness in attending the final session so that the process becomes truly effective.
7. Academic consultations can be used between students and teachers. Usually in this discussion process it is recommended to use formal communication so that there are quite clear differences between students and teachers.
8. Academic discussions are academics that use polite and orderly language in formal communication. They should use formal and orderly language so that the discussion forum does not become a place for joking and is taken out of the context of the discussion.

**2.2.6 Teaching practice with the guidance of tutor teachers and PLP II lecturers with the aim of feeling responsibility for the learning process and mentoring the identity of prospective educators.**

Indicators of teaching practice in micro teaching, namely(Dewi, 2016)

1. Skills for opening and closing lessons
2. Demonstrate mastery of learning material

3. demonstrate the ability to carry out learning steps in accordance with scientific education (5M model)
4. shows the ability to choose media that suits learning characteristics
5. demonstrate the ability to use media effectively and efficiently
6. utilize ICT in learning
7. demonstrate the ability to manage/facilitate the class
8. Use spoken and written language clearly, well and correctly
9. close the lesson by making a summary

#### **2.2.7 Carry out student mentoring duties and extracurricular activities.**

Extracurricular in the Big Indonesian Dictionary means related activities outside the curriculum or outside the lesson plan. In simple terms, extracurricular means all kinds of activities in schools or educational institutions that are carried out outside class hours (Narmoatmojo (2015)

According to the Department of Education and Culture, extracurricular activities have the following objectives

1. Can improve and expand students' knowledge
2. Help students about the relationships between various school subjects
3. Media to channel students' talents and interests
4. One of the steps for holistic human development
5. Developing students' interests and talents for development in a positive direction

According to(Narmoatmojo, 2018), type of extracurricular activity;

- a. Krida, including Scouting, Basic Student Leadership Training (LDKS), Youth Red Cross (PMR), Heritage Flag Raising Troop (PASKIBRAKA).
- b. Scientific Work, including Youth Scientific Activities (KIR), activities for mastering knowledge and academic abilities, research.
- c. Talent/achievement training/competitions, including developing talents in sports, arts and culture, love of nature, journalism, theater, religion.
- d. Seminars, workshops, and exhibitions/bazaars, with substances including career, education, health, human rights protection, religion, arts and culture.

#### **2.2.8 Assist teachers in carrying out teacher administrative work tasks**

A teacher's workbook is a guide or material used by a teacher in teaching, carrying out teaching and educational tasks. Teacher workbooks are mandatory administrative tools for teachers which contain instruments adapted to the applicable curriculum, including the 2013 Curriculum (Tiraswati & Pd, nd), Curriculum Various Kinds of Teacher Administration:

##### **1). Education Calendar**

Educational calendar or academic calendar is a general term in the world of education which refers to the annual activity schedule of an educational institution which contains everything related to the teaching and learning process, student admissions and graduation.

##### **2) Semester Program (PROMES)**

The semester program is a teaching program that must be completed during one semester, during which period students are expected to master knowledge, attitudes and skills as a unified whole.

### 3) Annual Program (PROTA)

The annual program is a plan for determining the time allocation for one year to achieve the goals (SK and KD) that have been set. Determining time allocation is necessary so that all basic competencies in the curriculum can be achieved by students.

### 4) Syllabus

The term syllabus is known and used in the world of education. The meaning of syllabus is explained in Government Regulation (PP) no. 13 of 2015.

A syllabus is a lesson plan for a particular subject or theme that contains core competencies, basic competencies, learning materials, learning activities, assessments, time allocation and learning resources.

### 5) SK/KD analysis

To prepare a good syllabus and lesson plan, SK and KD analysis is first carried out. Thus, teachers are required to carry out an SK and KD analysis as stated in the Content Standards (SI) attachment. By conducting analysis teachers will better understand what is required by the curriculum. So by carrying out this analysis it will be clear what elements are needed in classroom learning. If the teacher understands the elements needed in learning, then the teacher will be able to carry out learning in accordance with the spirit of SK and KD required by the curriculum.

#### 6) RPP/RPP

RPP or learning implementation plan is a plan that describes the procedures and implementation of learning to achieve a basic competency as outlined in the Content Standards and described in the education syllabus. According to Minister of National Education Regulation Number 41 of 2007, the components of the RPP are: Subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resource.

#### 7) KKM

Minimum completeness criteria (KKM) are learning completeness criteria (KKB) set by the education unit. KKM at the end of the educational unit level for subject groups.