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7 Evaluation of The Integrated Teacher Training Program During The Covid-19 Pandemic at The Faculty of Tarbiyah and Teacher Training IAIN Ambon

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ABSTRACT

This research aims to find out the level of achievement of the purpose of Integrated Teacher Training (PPKT) activities during the covid-19 Pandemic at the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon. This study uses evaluative research on PPKT program activities at FITK IAIN Ambon, using a goal-oriented evaluation model developed by Ralph Winfred Tyler. Data collection in this study was conducted using observation techniques, interviews, questionnaires, and documentation. The subjects in this study are field Guidance lecturers, among teachers, the organizing committee, and PPT students. The results of the study showed that the preparation and orientation carried out by the organizing committee in accordance with the conditions set out in the PPKT guidelines of the Faculty of Tarbiyah and Teacher Training IAIN Ambon was in a good category. The implementation of the PPKT FITK IAIN Ambon student work program, including the implementation of students before learning practice, learning practice, practice exams, community service based on community learning about covid-19, and PPKT student guidance conducted by field guidance lecturers (DPL) and teachers, as a whole in the category of good. But for the learning practice component is still not maximal, because learning is done online so PPKT students at the time of learning practice do not get the experience that should be obtained when meeting directly with students in school.

Keywords: Evaluation, PPKT Pandemic covid-19, Lecturers, Community

A. INTRODUCTION

The progress of a country is not carried out without the advancement of the mindset of the generation, therefore, to motivate generations to be responsible for the nation, then the creation of the world of education which is the path to lightening that is able to compete, will all this can not be separated from the intervention of an educator, namely Teacher, Teacher is a motivator who is a motivator who encourages and awakens the modern lifestyle, which is intellectual and based on the norms, morals of the nation and religion. Teachers are the determining factor of the success of a quality learning process. So that the success of education to achieve the goal is always associated with the gait of the teachers." (Rusitayanti et al., 2013) "There are three issues that stand out in the world of education including; (1) there is still low equalization of education, (2) still low quality and relevance of education, and (3) still weak management of education, in addition to the realization of scientific and technological excellence among academics and independence". (Beni Azwar, Wandu Syahindra, 2020).

"Education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed themselves, society, nation and state (UU). No. 20, 2003: 1). The college will achieve its vision and mission through the curriculum applicable both nationally and internally from the respective universities. Especially in the college curriculum of the faculty of education, which requires students to follow field experience practice (PPL) subjects. Field experience practice (PPL) is one of the courses that include a group of professional subjects in the education study program that aims to get students to gain factual education experience in the field and as a vehicle to prepare professional education personnel." (Ardiansyah, 2016)

The presence of teachers of course has historical roots and is very closely related to educational institutions of education personnel (LPTK) as institutions that form professional teachers." LPTK is an institution responsible for organizing academic education of education personnel (teachers) and curriculum systems that can support and produce teachers with complete abilities including the mastery of theoretical and practical knowledge in the learning process. (Sofyan et al., 2012)

To produce prospective educators who are professional and have insight and experience in carrying out expertise in the field of education, the teaching institution (college) provides opportunities for students to carry out Integrated Teacher Training as an curricular activity that must be carried out by students who have met the requirements. Educational institutions

that print educators and education should be learned starting from principles and theories related to education, then continued with training programs. Therefore, before the implementation of the PPKT program, prospective practicing students must be equipped with basic abilities that support the success of the PPKT program. (Aminah & Ummah, 2019)

"Educational practice in LPTK is a very important integral part in the overall teacher education program, it can even be considered an estuary of teacher education itself. One of the education is a field experience program or commonly abbreviated as PPL. This program is a field practice event for students to apply educational science and knowledge of the field of study in schools / training madrasahs and at the same time to test the relevance of the theories studied to practical conditions on the ground. Students are expected not only to have the opportunity to apply their theoretical knowledge, but even most importantly to gain new experiences that are impossible to gain in theory to complement the knowledge of the profession that has been possessed.(suwandi & Sidik, 2016)

In order to prepare students for the challenges of the world of work, the campus should provide a place of training or work practices both on campus and in school so that students achieve their abilities and skills before they are finally released independently to fulfill their duties and responsibilities as a skilled, innovative and creative teacher (FITK IAIN, 2019)

As an Educational Institution of Education personnel (LPTK), FITK IAIN Ambon is obliged to carry out field experience practices in the field of education for its students in order to prepare themselves to become professional teachers in their fields. This field experience is an application of concepts and theories that have been studied in previous lectures for 6 semesters. During this time the experience was given in an Integrated Teacher Training (PPKT) course manifested in teaching practices in schools / madrasahs (realteaching) and educational administrating practices before taking this course students must complete microteaching courses.(Beni Azwar, Wandu Syahindra, 2020)

The implementation of the Integrated Teacher Training Program ends with an evaluation, in the evaluation of the results of Field Work Practices involving supervisors. After completing FieldWork Practice, Field Work Practice participants compile a report on activities conducted at the FieldWork Practice and FieldWork Practice exam. Guidance lecturers and mentors at the Field Work Practice place provide assessments based on observations of fieldwork practice participants during field work practices both in aspects of activeness, discipline, response to tasks given and to the results of work and which includes soft competence and hard competence. Evaluation of this program is carried out to

find out the progress and advantages made during the Field Work Practice program" (Karni, 2020)

11 Program evaluation is an attempt to collect, compile, process and analyze facts, data and information to infer prices, values, achievements, usefulness, benefits about a program, to be made a conclusion as a basis for decision-making about the program, whether continued, revised or discontinued. 6 Evaluation is also useful for alternative decision making which includes three main things: a. Evaluation as a comprehensive systematic process b. The process includes three steps: first, drafting questions, second, collecting data, third, presenting information. (Putra, Andreas, 2018)

"The evaluation of the PPKT Implementation program is carried out for various reasons, namely: 1) To provide an assessment of the implementation of PPKT activities and programs, 2) Estimate the benefits carried out to improve the implementation of PPKT activities. 3) To develop new programs and techniques for the improvement of competence and performance. 4) To improve the effectiveness of management in the implementation of PPKT, 5) To ensure accountability of organizational performance". (Aminah & Ummah, 2019)

Integrated Teacher Training Practice (PPKT) aims to train students to have the ability to use the knowledge they learn in real situations, because PPKT is a program designed to train prospective teachers that includes teaching and non-teaching activities in schools / madrasah exercises to prepare, strengthen, and improve the professional ability of student education through real experience in school. (Kaswari, 2016)

1 "The implementation of Integrated Teacher Training Practice (PPKT) has actually been implemented by the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon in 2009/2010 so that in the curriculum of study programs in fitk environment is included as a conversion from PPL and KKN courses. But the implementation program of PPKT FITK IAIN Ambon did not last long, in the following year PPKT was returned to KKN and PPL courses. The provision of field experience is realized in the Field Experience Practice (PPL) II course in the form of teaching practices in schools / madrasah (real teaching) and / or administrating education. Before taking this course, students must have completed microteaching courses." (FITK IAIN, 2019)

1 "During the COVID-19 pandemic, the usual face-to-face learning 4 process could not run as it should, and was transferred to online learning in accordance with the Circular Letter of the Rector of IAIN Ambon No. B-263 / In.09 / 6 / 6a / HM.01 / 02/2020 related to the practicum laboatorium and the like replaced with other methods in accordance with the

COVID-19 protocol, The Maluku Governor's Circular Letter number 230/2020 concerning the Handling of COVID-19 Control, Kemdikbud Circular Letter No. 4 of 2020 concerning the Implementation of Education in the COVID-19 Emergency Period, and Ministry of Home Affairs Circular Letter number 069-08/2020 concerning the Implementation of the COVID-19 Handling Protocol. (FITK IAIN, 2019)

"In response to the COVID-19 pandemic situation, the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon made adjustments to the PPKT program by developing activities that prioritize curriculum development, draft Learning Implementation Plan (RPP), teaching materials, media and learning technology, and education management, adjusted pandemic conditions. Changes made include in terms of ppkt student mentoring and online self-learning. This process is carried out with an e-learning approach that includes: planning activities (plan), implementation (do), and reflection (see). All these activities are carried out in a collaborative participatory manner with the involvement of students, teachers, and field guidance lecturers. Online learning practices are expected to connect the theories they learn on campus with their practice in school. In addition, lecturers and teachers can learn from the process undertaken by students." (FITK IAIN, 2019)

B. METHOD

This evaluation research was conducted at the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon academic year 2020/2021 using a goal oriented evaluation model. "The evaluation of the goal oriented model is an evaluation model developed by Tyler that is ornate on the objectives of a program that will be carried out, with this evaluation model, it is expected to know the extent to which the goals that have been set have been implemented or achieved" (Mardiah & Syarifudin, 2019)

"The steps of evaluation of the goals-oriented program according to Tyler consist of: (1) Clearly formulating the objectives; (2) Perform a classification of objectives; (3) Formulate goals on behavioral terms in a measurable manner; (4) Determine when the achievement of the goal can be demonstrated; (5) Select and develop appropriate measurement methods; (6) Collecting information or data; and (7) Analogize data or information on achievements to the goals set forth in invaluable characters". (Novalinda et al., 2020)

Evaluation of Integrated Teacher Training Practice Implementation (PPKT) program during the covid-19 pandemic at the Faculty of Tarbiyah Science and IAIN Ambon Teacher Training is focused on 3 Study Programs, namely: Islamic Religious Education, Biological

Education and Mathematics Education. The implementation of PPKT consists of I stages, namely; in stage 1 (August-December) with the number of students 226 and 13 Field Guidance Lecturers. In phase II (March-July) with a total of 71 students and 5 Field Guidance Lecturers. Research subjects include field guidance lecturers, among teachers, organizing committees and PPKT students. "Data collection is done through interview techniques, observations, questionnaires and document studies. Data analysis is done using interactive analysis consisting of four things ranging from data collection, data simplification, data exposure, withdrawal and submission of conclusions" (Aminah & Ummah, 2019)

In conducting this evaluation there are two aspects of input and output evaluation. Input evaluation consists of Preparation of PPKT Implementation, and Orientation and Debriefing, While for output evaluation includes Work Program Design, Implementation of Work Program.

C. RESULT AND DISCUSSION

Implementation of the Integrated Teacher Training Profession Program (PPKT) during the covid 19 academic year 2020/2021 pandemic at the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon could not run as it should, and was transferred to online learning in accordance with the Circular Letter of the Rector of IAIN Ambon No. B-263 / In.09 / 6 / 6a / HM.01 / 02 / 2020 related to the practicum laboratory and the like replaced with other methods in accordance with protocol COVID-19, Circular Letter of the Governor of Maluku number 230/2020 concerning the Handling of COVID-19 Control, Circular Letter of the Ministry of Education No. 4 of 2020 concerning the Implementation of Education in the COVID-19 Emergency Period, and The Ministry of Home Affairs Circular Letter number 069-08/2020 concerning the Implementation of the COVID-19 Handling Protocol.

In response to the situation, the Faculty of Tarbiyah and Teacher Training (FITK) IAIN Ambon made adjustments to the PPKT program during the COVID-19 pandemic by developing activities that prioritize curriculum development, draft Learning Implementation Plan (RPP), teaching materials, media and learning technology, and education management. Changes made include in terms of ppkt student mentoring and online self-learning. This process is carried out with an e-learning approach that includes: planning activities (plan), implementation (do), and reflection (see). All these activities are carried out in a collaborative participatory manner with the involvement of students, teachers, and field guidance lecturers.

Evaluation of the implementation program of Integrated Teacher Training Practice (PPKT) of the Faculty of Tarbiyah and Teacher Training IAIN Ambon during the pandemic-covid 19 as follows.

1. Input Evaluation

a. Preparation for the Implementation of Integrated Teacher Training (PPKT)

The implementation of PPKT at the faculty of Tarbiyah and teacher Training IAIN Ambon begins with the opening of the registration of prospective PPKT students every beginning of the semester, this is done to attract prospective PPKT students who meet the conditions set out in the PPKT Guidelines. In the process of student registration PPKT involves the committee and all academic community in the academic section of the Faculty of Tarbiyah and Teacher Training IAIN Ambon. The implementation of PPKT in FITK IAIN Ambon academic year 2020/2021 consists of 2 stages, namely; in stage 1 (August-December) with a total of 226 students, and 13 Field Guidance Lecturers, and 13 Teachers from partner schools of the Faculty of Tarbiyah and Teacher Training IAIN Ambon. In PPKT stage 2 (March-July) with the number of students 71 students, 5 Field Guidance Lecturers, and 5 teachers from FITK IAIN Ambon partner schools located in Ambon city.

Based on the analysis of documents that the admission of PPKT students in the academic year 2020/2021, the requirements that must be met by prospective PPKT students are a) Registered as active students of IAIN Ambon in the semester concerned, b) Registering as a participant of the PPKT program in accordance with the provisions set by the implementer of PPKT, c) Have followed the Practice of PPL I (Microteaching) with a minimum grade of B, d) Have participated in the Ma'had program (Read The Qur'an) and were declared to have passed at least at level B, e) Have taken at least 110 credits, f) Not taking other academic activities, g) Physical and spiritual health. Students who will follow PPKT must first register as prospective participants directly (should not be represented) to the committee.

As a completeness of registration, students must fill out or submit files as a form of; a) Submit proof of payment of SPP (Original + Photocopy) from semester I to current semester, b) Submit KHS throughout the semester, c) Submit krs current semester that proves to have programed PPKT. In addition, ppkt students must participate in a) orientation / debriefing activities organized by the organizing committee, b) Students must totally participate in learning and community service activities

determined by the organizing committee, c) During the implementation of PPKT, students are required to behave well and politely, d) Each PPKT participant must make 1 documentary video as a form of community service by choosing one of the themes that must be uploaded to the Your own Youtube channel.

Based on the assessment on the aspects of preparation for the implementation of the practice of the Faculty of Teacher Training, Faculty of Tarbiyah and Teacher Training IAIN Ambon are in the category of excellent. The preparation carried out by the organizing committee is the registration of PPKT students in accordance with the conditions set out in the guidelines of PPKT Faculty of Tarbiyah and Teacher Training IAIN Ambon.

b. **PPKT Orientation/Debriefing**

Before the implementation of PPKT students must follow the debriefing that aims to understand and live the PPKT program, in order to have insight and provision of knowledge about the PPKT system during COVID-19, and have mental, intellectual, and physical readiness for PPKT activities. As for the material in debriefing includes; Professionalism of education personnel. Introduction of curriculum, and mechanism of implementation of PPKT and techniques for making PPKT reports during COVID-19. Orientation is implemented through the Google Meet and Zoom apps. PPKT management principles are implemented with 4 (four) principles, namely:

- 1) Guided students practice in carrying out their duties guided by guidance lecturers and teachers pamong.
- 2) **Concentrated** practicing students should be focused on PPKT activities so that they are not allowed to take courses unless thesis.
- 3) All PPKT activities are one unit.
- 4) All activities and tasks of students in the implementation of PPKT are directed to achieve the goals and objectives of PPKT.

Student organizing of PPKT participants is grouped randomly consisting of various study programs coordinated by a chairman and guided by DPL and pamong teachers to facilitate the arrangement and implementation of PPKT tasks. After completing PPKT debriefing activities, all students are then directed by their respective field guidance lecturers to undergo ppkt programs, namely online learning and community service until completion.

Assessment results on the aspect of orientation / debriefing of PPKT FITK IAIN Ambon students are in the **good category**. The implementation of PPKT went well, because the planning and implementation was done in good cooperation between all related elements,

namely the organizing committee, field guidance lecturers, students, and the local community at the student PPKT location.

2. Output Evaluation

The implementation of PPKT on FITK IAIN Ambon is carried out with several stages and each stage there is a series of activities that must be adhered to by PPKT students both individually and in groups. As for the stages as follows.

a. PPKT Work Program Plan

Each student must make a ppkt work program plan individually and in groups. The preparation of the work program is consulted to the DPL and the local government. The work program is not submitted to the organizing committee, but becomes a document of each student that is used as a reference for the implementation of activities and will be confirmed during the final examination of PPKT. The preparation of the work program is based on learning practices, community service based on COVID-19, student ability, availability of facilities and infrastructure, program continuity, and time availability.

b. Implementation of PPKT Work Program

1) Before Learning Practice

Each student must conduct RPP consultations with teachers and field guidance lecturers who apply to Junior High School (SMP) or High School (SMA) before conducting learning practices. Before preparing learning in the form of RPP, students first take the topic / learning materials from the teacher among / guide that has been determined.

Field Guidance Lecturer is tasked with sharing learning practice videos as a reference for students before conducting independent practices that are considered as observation stages. Ppkt program participants then make / prepare media or learning aids and then submit RPP to the teacher. The group chairman is obliged to submit the schedule of learning practices of each member (including the group chairman) to the teacher and DPL with a minimum meeting of 1 - 2 times a week that has been mutually agreed upon. Participants in one group may not change the schedule without the consent of the teacher and DPL.

2) Learning Practices

PPKT students can practice learning once a week, with the provision; The group's practice schedule is confirmed to DPL and among teachers. Learning practices carried out by PPKT students are monitored by teachers and Field Guidance

Lecturers, which are conducted online using the Zoom / Google Meet / Whatsapp Video Call application or other media that have been mutually agreed upon. In the practice of learning students PPKT is obliged to implement 8 (eight) teaching skills.

After the implementation of learning practices, students consult with teachers / mentors and Field Guidance Lecturers about learning practices that have been done to find out the weaknesses and shortcomings that are carried out at the time of learning practice for further improvement. In addition, PPKT students make documentation as evidence of having carried out learning activities.

3) Practice Test

The practice exam on PPKT students was held in the fourth week attended by field guidance lecturers and teachers, using the zoom / google meet application. In the implementation of the practice exam PPKT students are required to wear white tops and black subordinates and alma mater, and meet at least 3 times the learning practice. The practice exam is assessed by field guidance lecturers and among teachers in accordance with the format that has been set out in the guidebook ppkt FITK IAIN Ambon. While the members of the group act as learners.

4) Community-Based Service Learners

Community service is carried out to maximize the role of students in the community by utilizing the science, Islam, and technology obtained from learning at FITK in order to realize a community that is aware of the potential of the village and understanding of the COVID-19 pandemic.

Community service provides students with the opportunity to work with the community during the COVID-19 pandemic to remain concerned with the actual issues of community empowerment. The implementation of activities is carried out by students while still strictly following the COVID-19 health protocol.

5) PPKT Student Training

PPKT student guidance is carried out by Field Guidance Lecturer and Teacher Among. Field guidance lecturer has a task; guiding PPKT students to implement the PPKT Handbook optimally, Guiding PPKT students individually since planning, implementation and evaluation in locations include; guidance in preparing programs, guiding in preparing activity proposals, Guiding and creating

activity matrix and guiding and setting examples in the implementation of learning practices and community service.

In addition, field guidance lecturers also conduct **guidance** in organizing triangular discussions between teachers, assessing the performance of PPKT students, in the form of practice exams and recapitulation of ppkt final grades, as well as improving and improving the performance of PPKT students.

Another task of the PPKT field guidance lecturer is to make a report to the **PPKT** managing **committee**, related to the implementation of PPKT accompanied by him and submit and withdraw PPKT students.

Guidance conducted by Guru Pamong on PPKT students includes; Guiding PPKT students ranging from planning, implementation **to** evaluation, advising PPKT students in making RPP, providing assignments or practice materials, together with Field Guidance Lecturers and PPKT students discussed for improvement and improvement of learning practices and assessing the performance of PPKT students.

Based on the results of the evaluation on aspects of the work program design made by **students** of **PPKT** FITK IAIN Ambon are in the category of excellent, all PPKT students have made a ppkt work program design that refers to learning practices, community service based on COVID-19, Student ability, Factors of availability of facilities and infrastructure, continuity of programs, and availability of time.

While the assessment on the implementation of the work program of PPKT FITK IAIN Ambon, including the implementation carried out by students before learning practices, learning practices, **practice exams**, community service based on community learning about covid-19, and ppkt student guidance conducted by field guidance lecturers (DPL) and teachers, as a whole are in the category of Good.

Students Practice online learning through the zoom application and google meet attended by all PPKT Students in the group accompanied by field guidance lecturers and pamong teachers, according to the schedule that has been determined based on a joint agreement between Field Guidance Lecturers, pamong **teachers** and students. Guidance conducted by field guidance lecturers and teachers is carried out periodically based on a predetermined schedule. The output of the PPKT program in the form of the final ability of PPKT students to compile RPP, the final ability to carry out learning, devotion report and final report of PPKT.

Implementation of the Integrated Teacher Training Profession Program (PPKT) during the covid 19 academic year 2020/2021¹ at the Faculty of Tarbiyah and Teacher Training (FITK) IAIN was carried out online⁴ in accordance with the Circular Letter of the Rector of IAIN Ambon No. B-263 / In.09 / 6/ 6a / HM.01 / 02 / 2020 related to practicum laboatorium and the like replaced with other methods in accordance with protocol COVID-19, Circular Letter of the Governor of Maluku number 230/2020 Concerning handling control of COVID-19, Kemdikbud⁵ Circular Letter No. 4 of 2020 concerning the Implementation of Education in the COVID-19 Emergency Period, and Ministry of Home Affairs Circular Letter number 069-08/2020 concerning the Implementation of the COVID-19 Handling Protocol.

Evaluation of the implementation program of PPKT FITK IAIN Ambon⁴ during the covid 19 pandemic in 2020/2021 was carried out in two aspects of evaluation, namely input and output aspects. Input evaluation consists of Preparation of PPKT Implementation, and Orientation and Debriefing. While for the evaluation of output includes the Work Program Design, and the Implementation of Work Programs includes the implementation of PPKT before learning, learning practices, practice exams, community-based service of learners (understanding of covid 19), and student guidance.

¹⁵ Based on the results of the evaluation of the implementation program of PPKT on FITK IAIN Ambon during the Covid 19 pandemic as a whole, it was in the good category. For learning practices are still not maximal, this is because learning is done online, and PPKT participants themselves who are students in learning practice, so that PPKT students at the time of learning practice do not get the experience that should be obtained when meeting directly with learners in school. This shows that the evaluation on the aspect of output¹⁷ (implementation of learning) is carried out to find out the level of progress of an activity in accordance with what has been planned, in accordance with the theory mentioned by Edi Suharto that "evaluation of the implementation stage is an evaluation carried out by analyzing to find out the level of progress of implementation and compared to the plan".(Aminah & Ummah, 2019)

PPKT FITK IAIN Ambon aims to prepare graduates who are professionals in the field of education and teaching by having experience. professionals in the field in various aspects of activities include learning and community service activities, concern for the development of educational institutions professionally, and skills¹⁷ in carrying out learning and community service activities based on COVID-19¹ issues. With the implementation of the PPKT program "students gain experience in the planning, implementation and evaluation of learning,

practicing directly **the** skills acquired while in college; They can pour and develop creativity and talent knowledge, and these goals can benefit students of institutions and schools where they practice."(Karni, 2020) "The PPKT program is the estuary of all educational programs that have been obtained by students while in college so that PPKT is a training event for students to apply various knowledge, attitudes and skills in the framework of the formation of professional and reliable teachers". (Arianto et al., 2018).

D. CONCLUSION

The program of FITK IAIN Ambon's Teacher Training Program during the pandemic was conducted through the assistance of PPKT students and online self-learning through zoom and google meet applications. This process is carried out with an e-learning approach that includes: planning activities (plan), implementation (do), and reflection (see). All **these** activities are carried out in a collaborative participatory **manner** with the involvement of students, teachers, and field guidance lecturers. The preparation and orientation **carried out** by the organizing committee in accordance with the conditions **set** out in the guidelines of **PPKT Faculty of Tarbiyah and Teacher Training IAIN** Ambon are in **the** good category. The implementation of the work program of PPKT FITK IAIN Ambon, includes the implementation carried out by students before learning practices, learning practices, practice exams, community service based on community learning about covid-19, and PPKT student **guidance** conducted by field guidance lecturers (DPL) and teachers, as a whole in the good category. But for the learning practice component is still not maximal, because learning is done online, so ppkt students at the time of learning practice do not get the experience that should be obtained when meeting directly with students in school.

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