

## STUDY OF TEACHER'S PERCEPTION OF STUDENT SKILLS GANESHA UNIVERSITY OF EDUCATION PRACTICE FIELD EXPERIENCE

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### ABSTRACT

*This study aims to reveal teachers' perceptions of students' physical appearance of field experience practice, teachers' perceptions of social skills of students of field experience practice and teacher perceptions of students' personal skills of practical field experience of Universitas Pendidikan Ganesha. The methodology of this research uses qualitative methods. The research informants were the principal, tutor teachers, and administrative staff at partner schools. The technique of withdrawing and developing research informants was carried out in a purposive technique manner. The research instrument used a questionnaire, interview guidelines, observation guidelines and document study. The data analysis technique used qualitative data analysis, namely data collection, data grouping, data presentation and drawing conclusions which were carried out in a circular manner. The results showed that the pedagogic and professional skills of students in the field experience of Universitas Pendidikan Ganesha were already very good. Even the ability to innovate and use information technology is recognized as very adequate in accordance with current developments in science and technology. Meanwhile, in the aspect of social and personal skills, students of practical field experience at the Universitas Pendidikan Ganesha have not been able to fully meet the demands and expectations of school principals, teachers and administrative staff in the field experience practice. There are several things that become evaluations related to the social and personal competence of students in the field experience of the Universitas Pendidikan Ganesha, namely: discipline, responsibility, courtesy, make-up, fashion and communication skills. This requires a process of habituation, because after a month of practicing, the field experience will usually experience positive changes. However, according to the principal, teachers and staff, these aspects should be of mutual concern between the Universitas Pendidikan Ganesha and the school, as partners where students experience real practice. The results of this study will also provide valid information to reflect on the development of student skills to be ready to face practical field experiences in schools.*

Key words: perception; cosmetic; fashion; Skills

### INTRODUCTION

Educational institutions for educational personnel are one of the strategic media for the development and formation of quality and highly competitive human resources. The main objective of educational personnel education institutions is to prepare and train prospective professional educators who are ready to carry out the learning process in schools. As an institution that is trusted to produce and develop educators, educational institutions for educational personnel have a very noble vision and mission, namely to educate qualified and professional prospective educators both academically and practically (Practical Guidelines for Implementing Field Experience Practices, 2007). Academically, students are prepared to master various disciplines related to the chosen major, practically students are expected to have adequate skills to become professional educators in existing schools. The development of these two skills must be carried out in a balanced manner so that graduates of educational institutions and education personnel are ready to enter the world of work after they graduate (Dewi, et al. 2019). On the other hand, the output of educational staff for education institutions is also required to adapt to the conditions of the community and the needs of stakeholders (schools that use graduates). For this reason, curriculum development and teaching subjects that are in accordance with educational goals must be carried out in accordance with the development of science, technology, art, school needs and the empirical social conditions of the community where educational practice is carried out (Novianti, 2012).

With regard to the development of professional skills of teachers as the main mission of educational personnel educational institutions, it must be supported by empowering educational institutions for education personnel as executors of activities in the field of preparation of educational staff skills. This process is related to the implementation of the initial field experience practice which aims to get to know the physical, social and administrative environment of the school and practice field experiences that aim to develop teacher competence (pedagogical competence, professional competence, social competence and personal competence) (Dewi, 2016). The implementation of field experience practices is the estuary of learning activities that are carried out in the learning process at educational staff educational institutions, especially in relation to the insertion of prospective educators who are specifically passed through preliminary field experience practices, educational courses, micro teaching, and skills development through a specific subject approach. other academic. The final process of preparing prospective educators is the application of skills that have been acquired in college through direct practice in the field (school). The practice of this field experience is the real competency test for prospective educators (Sujana, 2000).

According to Wahab (2007) the process of apprenticeship for prospective educators at schools aims to develop professional skills of teachers who are related to academic, social and personal skills of prospective educators, so that they are ready to face the real world of work. This statement is in line with the objectives of the Student's field experience practice which is carried out with the apprenticeship system, namely (1) having pedagogical skills that involve managing the learning process as a whole for optimal results, (2) professional skills in the form of mastery and understanding of the scientific fields that become the fields. choice, as well as the field of education and teaching including other fields that support their unity, (3) personal competence related to

personality attitudes, interests, self-discipline in carrying out tasks and responsibilities in accordance with the ethical demands of an educator, and (4) social competence in the form of ability to foster a good environment or social relationship with the school community and the wider community (Practical Guidelines for Implementing Field Experience Practice, 2007). The practical implementation of field experiences becomes a comprehensive evaluation of the success of students in mastering various theories that have been obtained in the learning process to be applied in real fields at school. Because, it is possible for a student to have good academic abilities, which is indicated by his Cumulative Achievement Index (GPA), but is unable to carry out the learning process properly due to inadequate social skills or problems (Dewi, 2016).

Based on data from the field experience practice in 2013, statistically the success of students in carrying out internships or practical field experiences reached 97% or was in the very good category. Meanwhile, the remaining 3% who fail is due to personal problems, such as pregnancy or marriage and other problems. The average value obtained by students is in the very good category or A, which is a range between 85 to 100. Guidelines for assessing students' abilities to practice field experiences using a teacher candidate ability assessment tool (Adi, 2015). The aspects that become references in the tool for assessing the ability of prospective teachers include the ability to make learning tools, the ability to carry out the learning process, the ability to carry out co-curricular activities (Field Experience Practical Guidebook, 2012). Meanwhile, social skills, personal skills and physical appearance of prospective educators have not received adequate assessments in the implementation of field experience practices. As for the aspects of physical appearance that have been neglected so far involve make-up and clothing (Afrianti, et al. 2017). Personal skills involve the ability to act in accordance with religious, legal, social and national cultural norms, showing a mature and exemplary personality, work ethic, high responsibility and a sense of pride in being a teacher. Meanwhile, social competence transports the ability to be inclusive, act objectively and non-discriminatory, the ability to communicate with fellow teachers, education staff, parents, students, and the community (Permendikbud No. 16 of 2007). In fact, there is a tendency that the process of assessing the ability of students who take part in practical field experiences seems to be "only" quantitative in nature by ignoring the carrying capacity of the evaluation process for assessing social skills, personal and physical appearance of students, which so far have been in the spotlight of teachers and society. Meanwhile, evaluation should evaluate the process in a balanced way with the results achieved or the evaluation process is an authentic and comprehensive assessment. It is in line with Dantes (2007) which states that competency formation requires comprehensive assessment, meaning that assessments are carried out on learning processes and products. Furthermore, it was conveyed rationally, why the process and product received balanced attention. This is based on the assumption that a good product should be preceded by a good process. To ensure this it is necessary to monitor the process. In addition, according to Marhaeni (2007), monitoring during the process opens opportunities for students to get feedback that can be used to produce the best skills needed by prospective educators.

Meanwhile, the purpose of implementing field experience practice is as a vehicle for comprehensive training and development of teacher professionalism skills, so that they have the ability to carry out the learning process and other teacher activities. The learning activities and other teacher activities involve: (1) the ability to know carefully the physical, administrative, academic and socio-psychological environment of the school, (2) know and understand basic teaching skills, (3) implement various professional skills of teachers as a whole and integrated in real situations, (4) the ability to carry out administrative tasks, (5) the ability to carry out extracurricular and co-curricular activities, (6) the ability to carry out tutoring for students who experience problems, and (7) be able to develop personal and social aspects in the school environment (Field Experience Practical Guidebook, 2012). The purpose of this broad field experience practice should be followed by a comprehensive evaluation process with a balance between teaching ability and social competence, personal and physical appearance. However, the factual association of accompanying skills that determines the success of a teacher in carrying out teacher duties is less of a reference in determining the value of students who follow field experience practices (Harta, et al. 2017). Of course, this condition must be addressed in a deep and comprehensive manner, through studies involving the teacher as the owner who observes and feels firsthand the activities carried out by students while participating in field experience practices.

On the other hand, social skills, personal skills and physical appearance of practical students from the Ganesha University of Education field experience have recently received the spotlight, especially from teachers and administrative staff. Some tutors complained about the discipline of field experience students, which sometimes did not match the expectations of the tutor and school discipline teachers, especially students who took on field experiences in the even semester. Likewise with courtesy and social karma in the life of the school academic community, it is still reaping the spotlight from teachers. Including in relation to the appearance of practical students on field experiences which are still being questioned by the teacher. This is in line with the results of the preliminary study conducted when monitoring students of the 2017 Even Semester Field Experience Practices, which still received many complaints from teachers regarding discipline, social attitudes, personal and physical appearance of students participating in field experience practice. Based on the conceptual analysis and empirical conditions above, it seems that the analysis and formulation of teacher perceptions related to student appearance, social skills and student personal skills to support teacher professionalism are very urgent (Suastika, et al. 2019). Considering that the teacher is the owner who has the intellect, feels and guides directly the students in the field experience of the Ganesha University of Education, so that it can be an adequate benchmark for developing teacher professional skills as expected.

## METHOD

This research uses qualitative research methods (Sugiyono, 2010). This selection is based on an analysis of the research problem, which requires a number of field information to emerge from below. The location of this research is partner schools in Buleleng Regency which are internship places for students in field experience. The research informants consisted of the principal, teachers and school administration staff. The technique of drawing and developing research subjects is carried out with a purpose (purposive sampling technique), then the number and type is developed by means of "snowball sampling technique" rolling until data saturation is achieved where the information / data has been collected completely (Atmaja, 2008). The research instrument used a

questionnaire, interview guidelines, observation guidelines and document study. The data processing and analysis techniques in this study will be carried out qualitatively, namely collecting data, categorizing and classifying data, presenting data and drawing conclusions as a whole based on logical connections (Lichtman, 2013), then interpreted in the overall context of the study. Researchers in this activity will try to bring out the meaning of each existing data, so that it is not only descriptive but touches the transcendent dimension. To achieve this, the researchers tried to think in a divergent creative but critical manner (Sukadi, 2006), so that the subjectivity of the meaning of the whole data can be eliminated.

## DISCUSSION

### Teachers 'Perceptions of Students' Physical Appearances of Field Experience Practices

Appearance is a form of self-image that radiates from a person and is also a means of communication between an individual and another. Looking attractive can be one of the keys to success in social life in society. Other people will feel comfortable, at home, and happy with their appearance that is pleasing to the eye. Being attractive does not mean luxury, but depends on the individual himself in terms of developing himself as a whole properly. Appearance contains definitions, including (1) pleasing and attractive to the eye, (2) perfection of appearance in color, (3) symmetrical body proportions that create an attractive impression. In other words, an appearance will look attractive when the appearance is pleasing or perfectly shaped in terms of the proportion of each harmoniously structured part. However, it does not mean that the appearance does not see the situation, condition, time and place. Physical appearance should indicate position, place, time, activity and condition (Sarna, 1998). A good careerist will show an attractive, polite appearance and conform to company appearance standards.

Likewise, with Ganesha University of Education students who take practical field work activities in schools, must pay attention to position, place, time, activities and circumstances. The physical appearance of students who took practical field experiences involved several sapek, namely: (1) make-up, (2) fashion, and (3) hairdressing. Make-up is related to the make-up on the face or part of the body that is visible, so that it looks better and more comfortable. For make-up, it must be distinguished by time, age, nature of the meeting. If the make-up is for the morning then go for shaded, pastel colors that give a simple impression. Do not wear rouge and lipstick color that is too flashy, because it will interfere with the comfort of students to study. Make-up will greatly affect the appearance of prospective teachers, especially with regard to assessments given by students or teachers (Afrilianti, et al. 2017). Excessive make-up will cause negative views from students and teachers. Regarding the make-up of students who took part in the practical field experience, in general, there was a fairly good assessment of the teachers and principals. The make-up used by the students was quite natural and didn't seem tacky, so it gave off a graceful impression. In fact, some student teacher candidates appear as they are, without powder and lipstick.

Dressmaking is related to the use of student clothing during practical field experiences. Clothing not only functions as body armor and covers certain parts of the body, but clothing has another function, namely to beautify oneself. A person's ability to be able to dress appropriately and well will display a positive impression that is closely related to life passion, thereby increasing confidence in carrying out the learning process. Dressed well will present a person that is attractive to students, so that it is imitated and followed by students at school (Pinasti, 2008). Based on the research carried out, it seems that the clothes worn by students who practice field experience are in accordance with applicable regulations. Almost all respondents stated that the clothing worn by students was in accordance with the provisions set by the school and the Field Experience Practice Institute. However, there are still many complaints about the use of clothing by teachers and school principals. There are still some students who do not tuck their clothes into their pants. According to respondents this condition was caused by the shortness of the clothes or because of a deliberate factor. For this reason, it is suggested to the Institute for Field Experience Practice to emphasize during the debriefing of field experiences, so that no more students do not wear their clothes into pants. Likewise, some female students whose clothes are slightly pressed body. In particular, there is no provision that states this, but according to informants this condition is quite disturbing to the comfort of students and teachers. Naturally, the informants assessed that the desire to look beautiful and attractive was the main trigger for the use of press body dressings, but this condition must be realized, considering that schools are educative institutions that provide positive values to students (Adi, 2015; Afrilianti, et al. 2017). Thus, prospective teachers are examples and role models who can become role models for students. In this regard, it seems that a more intensive pattern of guidance from among teachers, school principals and Field Experience Practices Institute is needed when carrying out monitoring. This process will make prospective teacher students become actual teachers, where every outfit is worn, not only for personal comfort, but also for the comfort of all school academics, especially students. The ability of a person to be able to dress appropriately and well will display a positive impression which is closely related to passion for life, thereby increasing confidence in life. Dressed well will show an attractive person too. Fashion is also positively correlated with a person's appearance as well as how people perceive the person wearing the clothing. Formally, the clothes for Undiksha Singaraja students are white and black clothes with leather shoes, scout clothes with leather shoes and sports clothes with sports shoes. These uniforms are adapted to the clothing applied by the school where students practice field experiences. The purpose of this dress design is so that students look neat, polite and in tune with the student's function as prospective educators who will become role models for students in school (Sarna, 1997; Pinasti, 2008).

Meanwhile, hairdressing is a hair size that is in accordance with the needs of the field experience implementation activities. For hairdo, adjust the hairdo according to your face shape, body shape, profession, time (don't impose a certain fashion). But more importantly, students who practice field experience are not allowed to have hair longer than 3 cm. Because the condition of long hair will interfere with students in carrying out the learning process and be uncomfortable to see (Widiarini, 2015). Regarding hairdressing in general, it is in accordance with the applicable regulations, even the hair size of students looks ideal according to

the prospective teacher's hairdo. However, there are still some problems related to hairdressing, namely: (1) there are still some students whose hair color is yellow or red, and (2) some students who do not tie their hair when they go to school.

Some of the efforts that can be made to be neat and attractive include: (a) attitude or appearance. A good attitude will make a good impression too. In this case, a person's physical appearance plays an important role through walking, speaking, eating, sitting, standing, (b) facial expressions and body language. Things related to facial expressions and body language are: (1) the way of looking, namely the eyes when looking at or talking to the other person. (2) Body posture, including head attitude (straight), facial posture (eyebrows, lips), (c) speaking. To be able to speak properly requires body language in accordance with the conversation being carried out. The voice must also be adapted to the conditions of the time, place, and the core of the conversation. For example: if the conversation contains the meaning of anger, facial expressions, voice intonation also harmonize in a state of anger, (d) health. Health is an important thing that must be considered and strived for in order to give a fresh and prime appearance. Health must be maintained by: eating and sleeping regularly, not being too tense and tired, regular exercise adapted to the condition of the body, an optimistic outlook on life, and (e) cleanliness and tidiness. Body odor and bad breath are important things to pay attention to and avoid because they will interfere with the overall appearance (Indah Sri Pinasti, 2008). Ways that can be done to avoid body odor are: avoiding foods that smell strong and stimulating, eating regularly by multiplying vegetables and fruits, regularly drinking herbal medicine. The things that must be done in avoiding bad breath are: maintaining dental hygiene, avoiding gastric disease, staying away from stimulating foods such as bananas, onions, durian and so on. Besides body odor and bad breath, nails are also an important thing to keep clean and tidy. It is a waste of time when someone is dressed as neat and beautiful as possible, but his nails are dirty and seem unkempt. For this reason, nail hygiene, both hands and feet, must always be considered. Try to keep your nails the same length and not yellow tips. The neatness of shoes and clothes is also a contributing factor to one's appearance. Wear shoes that match the size of the feet, also match the model and color with the meeting that will be attended. Keep your shoes clean and well maintained.

### **Teachers 'Perceptions of Students' Social Skills in Practical Field Experience**

As a social being, a person is required to be able to overcome all problems that arise as a result of interaction with the social environment. He must also be able to present himself in accordance with the prevailing rules or norms. Therefore, people are required to master their social skills (social skills). Conceptually, social skills involve the willingness and ability to adapt to the surrounding environment, so as to build a communicative, warm, pleasant and meaningful atmosphere among each other (Suharto, 2013). Social skills can be developed through natural processes, training, familiarization and culture. This process of internalizing social skills can occur through the family, school and community environment. An atmosphere that is communicative, democratic, caring for the environment and adaptive can be a vehicle for the flourishing of the development of social skills.

Martorella (1985) defines social skills as the glue or tool that binds groups and society as a whole harmoniously and productively to achieve the goals we want. Social skills are defined as the ability to create harmonious and satisfying social relationships, adaptation to the social environment and solve social problems faced and be able to develop aspirations and present oneself with the characteristics of mutual respect, independence, knowing the purpose of life, discipline and being able to make decisions. In line with Syamsudin & Maryani (2008), social skills are defined as abilities or skills that appear in action, namely being able to seek, sort and process information, be able to learn things to solve daily problems, have communication skills both orally and in writing, mutually respect, share positively and be able to cooperate with diverse people, able to transform academic abilities and adapt to the development of global society.

According to John Jarolimek (Lasmawan., 2013) the social skills students need to have are: 1) Living and working together; taking turns; respecting the rights of others; being socially sensitive, 2) Learning self-control and self-direction, 3) Sharing ideas and experience with others. From Jarolimek's statement, it can be concluded that social skills include aspects of skills to live and work together; skills to control oneself and others; skills to interact with one another; exchange thoughts and experiences so as to create a pleasant atmosphere for each member of the group. Based on some of the definitions described above, it can be concluded that social skills are skills that a student must have to overcome his problems as a result of interaction with his environment.

Based on the above understanding, according to Jarolimek (Lasmawan, 2013), indicators of social skills include: the ability to work together which is reflected in providing opportunities for other people in the group to get the same rights and obligations, accustom group members to mutual respect, share and have a positive view of other members. Sensitive to others, so they feel and want to help other people's difficulties or sufferings. Ability to control yourself and leadership. To achieve a harmonious arrangement between group members, it is necessary to make rules of the game. There are assignments, roles and authorities to achieve common goals. This control is very important for the survival of the group, by means of advising up to sanctions. Interaction, exchange ideas and experiences. In interacting, the habit of expressing opinions and cultivating a courageous spirit and being ready to accept other people's opinions even though those opinions differ from ours, creates a pleasant atmosphere for each member of the group.

Related to the social skills that students should have in practical field experiences are: (1) being inclusive, acting objectively and not discriminating. The ability to be inclusive, to act objectively and not to discriminate regarding the ability (a) to treat all students fairly, to provide attention and assistance according to their respective needs, regardless of personal factors, (b) to maintain good relationships and care with peers (inclusive), as well as contributing positively to all formal and informal discussions related to their work, (c) often interacting with students and not limiting their attention to certain groups (for example: clever, rich students who come from the same area as the teacher). Realistically, students who practice field experience are expected to be able to apply the ability to be inclusive of all students regardless of their social, political, economic, cultural, regional origin, ethnicity, religion and other entities to build an atmosphere of kinship and togetherness. This ability will be well developed through formal and



informal processes, inside and outside the classroom, and (2) communication with fellow teachers, education staff, parents, students, and the community. The ability to communicate with fellow teachers, education personnel, parents, students, and the community regarding skills (a) conveying information about the progress of difficulties and potential of students to their parents, both in formal and informal meetings between teachers and parents, friends colleagues, and can show evidence, (b) take an active role in activities outside of learning organized by schools and communities and can provide evidence of participation, (c) pay attention to schools as part of the community, communicate with the surrounding community, and participate in social activities in society. This process will be developed through curricular and extracurricular activities held by schools. Activities in extra activities will help students practice field experiences in building social skills naturally, through the process of communication, cooperation, sharing responsibility and empathy for others. Communicating with teachers, students, administrative staff and parents of students will make students more sensitive and concerned about the school environment (Suastika, et al. 2019).

The communication skills of students practicing field experiences with students are related to the ability to: (a) use questions to determine understanding and maintain student participation, including giving open-ended questions that require students to answer with their ideas and knowledge, (b) paying attention and listening to all questions and responses of students, without interrupting, unless needed to help or clarify the questions / responses, (c) responding to student questions appropriately, correctly, and up to date, according to learning objectives and curriculum content, without embarrassing them, (d) presenting learning activities that can foster good cooperation between students, (e) listen to and pay attention to all students' answers, both right and wrong to measure the level of understanding of students, (f) paying attention to students' questions and their complete and relevant sponge to eliminate confusion in students.

In general, the social skills of students who carry out practical field experiences are quite adequate, even classified as good. Even some civil service teachers and school principals give appreciation to students, because they have good communication skills and the ability to negotiate and care about the social environment. Students are able to build communication and cooperation with teachers, administrative staff, canteen employees and students and parents. This happened not because it was made up, but happened naturally in a very intense process. The pattern of communication and cooperation between students who took part in the practical field experience also looked very good. Every activity carried out at school is always carried out jointly and involves all students, so that there is a sense of intimacy and a sense of responsibility for the work program (Wardani, et al. 2019).

#### **Teachers' Perceptions of Student Personal Skills in Practical Field Experience**

Realistically, a prospective teacher must have adequate personal skills. This is necessary in order to carry out their duties and obligations as an educator as well as a good Indonesian citizen. Personal skills are closely related to self-image and their relationship with society. There are several personal skills that a prospective teacher must possess, namely: (1) having the ability to act according to religious, legal, social, and national cultural norms. The ability to act in accordance with religious, legal, social and national cultural norms regarding the ability (a) to respect and promote the principles of Pancasila as the basis of ideology and ethics for all Indonesian citizens, (b) to develop cooperation and foster togetherness with peers regardless of differences. (for example: ethnicity, religion, and gender), (c) mutual respect and respect for colleagues in accordance with their respective conditions and existence, (d) have a sense of unity and integrity as an Indonesian nation, (e) have a broad view of diversity Indonesian nation (for example: culture, ethnicity, religion) (Sarna, 1998). Learning practices in schools carried out by educators develop the skills and abilities of students who come from various ethnicities, religions, cultures and regions. This diversity becomes something that will be meaningful and useful for students, if it is well recognized and understood through examples and examples from teachers who value and respect diversity. The difference in the "treatment" of students with a certain ethnicity or religion will lead to domination and a "sense of domination" of students with other ethnicities or religions, because their ethnicity or religion is quantitatively larger than the others, (2) shows a mature and exemplary person. The ability to show a mature and exemplary personality regarding the ability (a) to behave politely in speaking, looking, and acting towards all students, parents and peers, (b) willing to share experiences with peers, including inviting them to observe how teaching and providing input, (c) being able to manage learning which proves that teachers are respected by students, so that all students always pay attention to teachers and participate actively in the learning process, (d) be mature in receiving input from students and provide opportunities for participants students to participate in the learning process, (e) behave well to image the good name of the school, and (3) work ethic, high responsibility and a sense of pride in being a teacher. Ability to work ethic, high responsibility and a sense of pride in being a teacher regarding the ability (a) to start and end learning on time, (b) if the teacher has to leave the classroom, the teacher activates students by doing productive things related to the subject, and ask the picket teacher or other teacher to supervise the class, (c) fulfill teaching hours and can do all other activities outside of teaching hours based on the permission and approval of the school manager, (d) ask permission and inform in advance, by providing reasons and evidence that legal if they do not attend planned activities, including the learning process in class, (e) complete all administrative and non-learning tasks on time according to the set standards, (f) take advantage of spare time other than teaching for productive activities related to their duties, (g) contribute to school development and have achievements that have a positive impact towards the good name of the school, (h) feels proud of his profession as a teacher (Lasmawan, 2013).

Based on the results of interviews and observations conducted on students who practice field experiences, the 2017 school year the various personal skills that students must have seems to be very relevant. This can be seen in various activities carried out by students in practical field experiences. In the learning process, students are able to provide democratic treatment regardless of cultural, religious, ethnic, regional, socio-economic conditions and gender. Students are given the same service by giving priority scales to the problems experienced by students. This condition makes the learning process run well and is full of a humanist atmosphere (Afrilianti, et al., 2017). There is no egocentrism and chauvinism shown by students practicing field experiences. On the other hand, students also do not make differences in religion, region, ethnicity, area, socio-economic conditions and gender as a measure for associating and cooperating with classmates. These processes appear when the teacher gives group assignments to

students, where students mingle with one another to take the assignment seriously. Students also get a place and position that is very meaningful in the hearts of students and school residents. Students are valued for their role as potential pursuers and are treated like educators who already exist in the school. The formal atmosphere will be very visible when the learning process is carried out. However, humanist and humorous nuances will still be visible in every activity and activity undertaken by the school academic community (Nana, 2000). This condition allows the growth and development of a school culture with character, humanism and academic achievements. Student commitments to practice field experiences to build and develop schools through their involvement in extra-curricular activities held by the school (Rahmat Rasmawan and Tomo Djudin, 2015). Even though extra-curricular duties and responsibilities are not the obligation of students, students practice field experiences with enthusiasm to follow and become mentors for students. This condition reinforces the character and personal identity of students who practice field experience. Even though there are some personal skills that need to be improved, such as (1) student discipline of field experience practice, (2) responsibility, (3) courtesy, and (4) orderly administration which so far have been neglected by students of field experience practice (Wardani, et al. 2019).

## CONCLUSION

Based on the conceptual analysis and empirical conditions above, the physical appearance of students who take practical field experiences involves several aspects, namely: (1) make-up, (2) fashion, and (3) hairdressing. The social skills of students who carry out practical field experiences are quite adequate, even classified as good. Even some civil service teachers and school principals give appreciation to students, because they have good communication skills and the ability to negotiate and care about the social environment. Students are able to build communication and cooperation with teachers, administrative staff, canteen employees and students and parents. Students who practice field experience have sufficient personal skills. This can be seen from the ability to act according to religious, legal, social and national cultural norms. There are no students who get a warning because they behave not in accordance with applicable norms. Even Undiksha students who carry out practical field experiences always show an adult personality and become role models for students in school. On the other hand, students also have adequate work ethics and responsibilities. This can be seen from the work programs carried out by students, everything can be implemented properly and responsibly.

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