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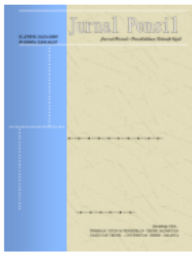

DIFFICULTY FACTORS IN IMPLEMENTING ONLINE TEACHING SKILLS PRACTICE STUDENTS OF BUILDING ENGINEERING EDUCATION STUDY PROGRAM JAKARTA STATE UNIVERSITY

Sinta Dwi Cahyanti[1], Daryati[2], Rosmawita Saleh[3]*
[1,2,3]Universitas Negeri Jakarta, Jalan Rawamangun Muka Raya No. 11,
DKI Jakarta, 13220, Indonesia
[*]sintadwicahyanti@gmail.com

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Abstract

The research is to know the difficulty factors implementation teaching practice (PKM) online students Building Engineering Education Study Program State University of Jakarta. The research use quantitative descriptive method. The sample is 54 PKM students and 32 tutor teachers SMK field of Building Engineering expertise in Jakarta. The sample are collected using questionnaire and documentation. The result show that difficulty factors implementation PKM online include: conculting with tutor teachers in the preparation RPP, accessing Video Conference, implementing online learning according to the set time, ensuring students are ready for online learning, activate the camera while using Video Conference, explaining learning material, and provide attitudes and skill assessment.

Keywords: Difficulty Factors, Teaching Practice, Online Learning

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Introduction

Jakarta State University is one of the Education Personnel Education Institutions (LPTK). The education sector at the State University of Jakarta is intended for students who take educational study programs to develop students' skills and abilities to become professional education personnel. The aim of this field of education is to produce graduates who are able to carry out teaching and educational tasks independently and after completing the study period, they are expected to work as qualified and professional education personnel (Daryati, 2018, p. 44). One of the educational fields at the Jakarta State University is the Building Engineering Education Study Program. The Jakarta State University Building Engineering Education Study Program has three graduate profiles, one of which is as a producer of professional building engineering teachers who are able to develop a teaching system in building engineering expertise in Vocational High Schools and equivalent formal and non-formal education (Fakultas Teknik Universitas Negeri Jakarta, 2021).

The teacher is a guide or facilitator who aims to help students build their own knowledge (Legault, 2012; Camargo & Pardo, 2008). The skills possessed by teachers are the key to innovation and change to build the nation (Mas-Torello & Olmos-Rueda, 2016) so it is important for teachers to update their knowledge continuously (Cisterna et al., 2016).

To support the vision and mission of the State University of Jakarta in producing professional teachers, experience in the form of teaching training is needed in a place that is in accordance with the place where graduates will serve as a form of effort to apply the knowledge that has been obtained during lectures. The exercise is called Teaching Skills Practice or abbreviated as PKM. Several studies have shown that practice teaching programs can be effective in increasing self-confidence to teach (Spickard, 1996; Wamsley, 2004; Greenberg, 1984). PKM has the aim of training students as prospective teachers to be able to be responsible for carrying out teacher duties who have the ability to prepare lesson plans and complete learning tools, carry out learning by applying the eight basic teaching skills, and evaluate learning (Dewi et al., 2019, p. 17). PKM with a weight of 2 credits has requirements for students who want to take it, such as having passed a minimum of 110 credits, having passed the Basic Education Course (MKDK), and getting a micro teaching certificate. (Pusat Program Pengalaman Lapangan, 2019).

As of March 2020, Indonesia was hit by an outbreak in the form of Corona Virus Disease or abbreviated as COVID-19 (Akhmadi, 2020, p. 136). Astuti & Sucipto (2020, p. 25) stated that the current COVID-19 pandemic has brought drastic changes to various aspects such as health, economy, politics, socio-culture, to education. As a result of the impact of the COVID-19 pandemic, one of which is in the education aspect where the education system changes suddenly by not implementing face-to-face learning and turning it into online learning as a support for learning carried out during the COVID-19 pandemic. Ariesca et al. (2021, p. 21) explained that online learning is teaching and learning activities carried out with the help of electronic devices that are already connected to the internet network. Online learning allows participants to take part in learning activities anywhere and anytime (Novia & Heni, 2021). In online learning, the media used is visual media due to distance limitations. The media used vary, such as Zoom Meeting, Google Classroom, Google Meet, Teams, Whatsapp, Edmodo and others (Amalia & Fatonah, 2020, p. 153; Enriquez, 2014; Sicat, 2015; Iftakhar, 2016; So, 2016)(Enriquez, 2014; Sicat, 2015; Iftakhar, 2016)(So, 2016). Utilization of technology can also be used as an effective way to convey material in the learning process (Bates, 2005; Jewwit, 2006; Buckingham, 2013; Lin & Hwang, 2019; Fanny, 2019). To address digital

competence as an emergency distance teaching problem Ala-Mutka et al. (2008) suggested that educational institutions should not design separate platforms for learning digital skills, but should be embedded in the teaching and learning process of all subjects, while Omotayo & Haliru et al. (2020) also added that students must be motivated to gain digital competencies to be applied in everyday life.

Based on the Chancellor's Circular (2020b) Number 7/UN39/SE/2020 concerning Efforts to Increase Awareness and Prevention of COVID-19 in Jakarta State University and Labschools and the Chancellor's Circular (2020a) Number 12/UN39/SE/2020 concerning the Extension of the Implementation Period of Distance Learning (PJJ) and Work from Home (WFH) at the State University of Jakarta, the implementation of online learning begins on March 16, 2020 and is extended for an undetermined time. Therefore, the implementation of PKM has changed from offline to online, where 80% of PKM implementation is online and 20% attends partner schools in accordance with health protocols. (Pusat Praktik Keterampilan Mengajar, 2020).

There are provisions for the implementation of online PKM, including: 1) it is carried out for 2 months from the residence of each PKM student and with the conditions of the learning equipment that PKM students have, 2) PKM students are accompanied by a supervisor who attends school face to face four times , 3) mentoring between PKM students, supervising lecturers, and tutor teachers is carried out virtually, 4) PKM students practice and make lesson plans, learning tools, learning media, learning videos, and develop assessment instruments adapted to online learning, and 5) students PKM carries out learning using a smartphone or laptop and is assisted by platforms such as WhatsApp, Google Classroom, Google Form, Zoom Meeting, YouTube, and etc. (Pusat Praktik Keterampilan Mengajar, 2020).

A preliminary survey was conducted on students of the Jakarta State University Building Engineering Education who took part in the online PKM for the 2020/2021 academic year. The results show that prior to online teaching activities, PKM students are guided by the tutor teacher to make lesson plans, learning tools such as LKPD, learning media, and assessment instruments in advance for each weekly meeting. In carrying out learning, PKM students take advantage of various learning platforms and applications to support learning such as WhatsApp, Google Classroom, Google Form, Zoom Meeting, Youtube, Quiziz, and so on.

However, in the implementation of PKM online, PKM students experience difficulties such as there is no preparation about changing from face-to-face learning to online learning, PKM implementation time which was considered less than 4 months turned into 2 months, lack of understanding of PKM students in compiling RPP on online learning, lack of creativity of PKM students in using the platform as a learning medium, communication does not go well when delivering learning materials, less than optimal when monitoring students in receiving learning and learning to be passive, and internet access that is less than optimal and uneven.

This study aims to determine the factors of difficulty in implementing online Teaching Skills Practice for students of the Jakarta State University Building Engineering Education Study Program.

Research Method

The research method used in this research is descriptive quantitative. According to Sugioyono (2014, p. 7), referenced in Novrinda et al. (2017, pp. 42–43) descriptive method is a research with the aim of revealing data by analyzing the data obtained so as to get a clear picture or phenomenon.

The population in this study were all students of the Building Engineering

Education Study Program, State University of Jakarta who participated in online PKM in semesters 113 and 114 with a total of 75 people and a civil servant teacher in the field of Building Engineering expertise with a total of 48 people. The sample used was only 54 students of the Building Engineering Education Study Program, State University of Jakarta who took PKM online in semester 113 and semester 114 in Jakarta. The sample of civil servant teachers that was taken was only 31 civil servant teachers in the field of building engineering expertise in Jakarta. State SMKs in Jakarta include SMKN 1 Jakarta, SMKN 4 Jakarta, SMKN 26 Jakarta, SMKN 35 Jakarta, SMKN 52 Jakarta, SMKN 56 Jakarta, and SMKN 58 Jakarta.

Data collection techniques using questionnaires and documentation. The research instrument used a questionnaire consisting of 26 questions for PKM students consisting of three indicators, namely learning planning, learning implementation, and learning assessment. Then 19 questions for tutors consisting of three indicators, namely: guidance in lesson planning, guidance in the implementation of learning, and guidance in learning assessment. The data analysis technique in this study used descriptive statistics. Sugiyono (2015, p. 207) explain Descriptive data analysis is used to analyze data by describing the data that has been obtained as it is.

Results and Discussion

The data in this study were obtained based on the results of a questionnaire given to respondents using Google Form via WhatsApp.

The first indicator is mentoring. In conducting mentoring with the civil servant teacher, PKM students rarely experienced difficulties either by coming to school (35.19%) or online (38.89%) using the platform because they were constrained to divide their time, although doing guidance with the civil servant teacher could make PKM students more focused and guided. As according to Syadiah et al. (2020, p. 89) that in conducting mentoring, students are given fluency in the implementation of learning. Online tutoring can increase the level of interaction between PKM students and tutors which can be done anywhere and anytime (Astutik & Sukoyanti, 2020, p. 242). However, research results Tantri (2020) explained that students sometimes have difficulty in dividing their time when carrying out guidance due to the COVID-19 pandemic and there are courses that are still being taken by students. Then the civil servant teacher has provided guidance in preparing lesson plans and learning tools, but PKM students often have difficulty (29.63%) compiling them because there are differences in the format of online lesson plans. This is in line with the research results Samsuar et al. (2019, p. 95) that the civil servant teacher has provided guidance regarding the preparation of lesson plans and learning tools, but this is not in line with the expectations of the civil servant teachers because students are constrained in preparing the lesson plans, where there is a difference between what is learned in lectures and what is applied in school.

The second indicator is learning planning. In providing facilities for online learning, PKM students rarely have difficulty (31.48%) providing smartphones and laptops. according to (Handarini & Wulandari, 2020) that in online learning, adequate facilities and infrastructure are needed, such as laptops, computers, smartphones, and internet networks. Smartphones and laptops have an important role in learning. This is in line with the opinion Sae & Sihotang (2020) that online learning facilities have a significant influence on the online learning process and learning outcomes. Then PKM students sometimes have difficulty accessing the internet (29.63%) and providing a quota (31.48%), so it becomes a problem because later PKM students cannot carry out online learning. This is in line with the research results Rafendi et al. (2020, p. 114) that in online learning during the

COVID-19 pandemic, difficulties occurred in the facilities used, such as internet quotas, or limitations in accessing the internet because even though it became frequent to fill quotas, the unstable network made online learning problems.

In preparing RPP by adjusting online learning, PKM students sometimes have difficulty (31.48%) in determining the design of online learning activities. Gunawan (2020, p. 48) stated that teachers sometimes have difficulty in developing lesson plans to online mode during the COVID-19 pandemic. This is in line with the research results Daryati (2018, p. 47) After PKM students are assigned to make RPP, the civil servant teacher checks, comments, and assesses the RPP that has been made by PKM students. When determining the online learning media, the civil servant teacher directs to compile PPT, LKPD, and learning videos, but PKM students sometimes have difficulty (33.33%) because the learning media used makes students less understand the material, do not attract attention, and feel bored . This is in line with research Saleh et al. (2019, p. 52) that PPL students do not use suitable learning media to be applied to students so that students feel bored quickly because the media used is monotonous and does not develop. The tutor teacher directs PKM students to use WhatsApp, Google Classroom, Zoom Meeting, and Google Meet as online learning facilities. However, some PKM students often have difficulty (27.78%) in using Video Conference because internet access is not supported, so it takes time to wait for the internet signal to become stable. This is in line with the research results Dwiyansaputra (2021, p. 68) that an unstable internet connection makes the use of the platform stop, and that it takes some time to reconnect makes using the platform for learning impeded.

namely the implementation of learning. In the implementation of learning, PKM students adjust learning activities to those that have been designed, but often have difficulty (33.33%) in allocating time. During the implementation of online learning, there are restrictions on the allocation of learning time and are transferred by giving assignments. As according to Suardinata (2021) that in the implementation of online learning there is a reduction in the allocation of learning time from 4 hours of lessons to 2 hours of lessons per week. So that sometimes the learning material has not been delivered but the learning time has ended resulting in often experiencing a lack of time when learning online. This is in line with the results of the research Qur'ani & Anggraini (2020, p. 762) that in the learning process the teacher faces obstacles in dividing the time allocation because there is often a mismatch in the lesson plans prepared with the implementation of learning. As in research Setiawan, et al. (2020, p. 177) explained that the teacher was constrained by adjusting learning to the available online learning time allocation because the teacher was not familiar with online learning and sometimes the material had not been completed but the learning time had ended resulting in frequent shortages of time during online learning. Before online learning begins, PKM students are directed by the tutor teacher to check students' readiness to take part in online learning. As according to Kumar (2020), referred to in Mardhiya (2021, p. 34) that in the implementation of online learning it is very important to check the readiness of students. However, when ensuring student readiness, students often experience difficulties (31.48%) because learning is carried out in their respective homes, so students are less monitored and less disciplined. In line with research results Putra (2021, p. 123) that discipline is needed by students to divide the time so that laziness does not arise.

Then in teaching activities always have difficulty (46.30%) if students who do not activate the camera during virtual face-to-face use Video Conference. This makes PKM students doubt whether students follow the

lesson or not. So that PKM students direct students to activate the camera and reprimand them. In line with research results (2021, p. 123) that sometimes some students don't show their faces because they don't activate the camera, this becomes an obstacle because the students may not pay attention when the teacher is explaining the learning material. In addition, this is reinforced by research conducted {Formatting Citation} that some students experience difficulties in the form of inability to use technology.

The third indicator is the tutor teacher has provided guidance to PKM students on how to manage online learning, but some PKM students often have difficulty (35.19%) in explaining learning material because they lack mastery in conditioning the atmosphere to make learning passive, and when doing questions and answers students become less active and just silent. This is in line with the research results Taradisa, et al. (2020, p. 8) that teachers are constrained in explaining learning materials and knowing students' understanding of learning materials, and some teachers only provide YouTube links in the form of learning materials for students to watch and after that the teacher gives questions for students to work on.

The last indicator is learning assessment. In conducting cognitive assessments, students have given a good assessment in accordance with the guidance of the civil servant teacher. However, students often have difficulty in assessing the cognitive (38.89%) and psychomotor (37.04%) aspects. This is because students are constrained in understanding students' attitudes and skills towards learning objectively due to not assessing face-to-face. So that the civil servant teacher directs PKM students to assess other alternatives such as giving points to students if they are on time in attendance, collecting assignments, being active in learning and reducing student points if students do not take lessons, do not collect assignments, and are passive. This is in line with research Rigianti (2020, p. 301) that teachers are constrained in assessing learning achievement because teachers cannot ensure students really understand the learning material and when doing assignments students get help from other people and from the internet, making teachers not objective in assessing, and difficulty judging from an affective point of view because students are constrained by interaction. and socializing with other students. Research result Putra (2021, p. 123) that in providing assessment teachers add a system of reward and punishment. Rewards are given by adding points if students are able to answer questions given by the teacher and are active in participating in online learning. Then the punishment is done by reducing the value if students commit violations repeatedly and are late in submitting assignments.

Conclusion

Based on the results and discussion above, it can be concluded that the factors of difficulty in implementing online PKM students of the Jakarta State University Building Engineering Education Study Program can be said to sometimes experience difficulties. The most dominant difficulty factors experienced by students in implementing PKM online were consulting the tutor teacher in preparing lesson plans (29.63%), accessing Video Conferences (27.78%), carrying out online learning in accordance with the predetermined time allocation. (31.48%), ensuring that students are ready to take part in online learning (31.48%), directing students to activate the camera when using video conferences (27.78%), explaining learning materials (35.19%), and providing aspect assessments attitudes (38.89%) & skills (37.04%).

Then the role of the civil servant teacher in implementing PKM online includes (1) mentoring learning planning, namely always guiding in the preparation of lesson plans and always directing using online learning platforms. (2) guidance on the implementation of learning, namely always

providing opportunities to observe the online learning process, often providing opportunities to carry out online learning and always discussing the implementation of online learning. (3) mentoring learning assessment that is always guiding in assessing students' abilities.

Based on the conclusions that have been described above, the suggestions that can be given are for PKM students to further improve their teaching skills, must be able to use technology as a learning medium to the maximum, be more active in providing guidance and consultation to tutors and supervisors in order to get advice, input, improvement, and motivation. Furthermore, for lecturers when learning MKDK in lectures, it is more optimal to re-optimize student mastery in planning, implementing, and evaluating learning so that PKM students in implementing PKM online can succeed and have optimal teaching abilities. Then for civil servant teachers to pay more attention to PKM students in implementing PKM at partner schools, in order to control PKM students so as to minimize PKM students experiencing difficulties during online learning. Then further researchers can examine the difficulties of online teaching with more in-depth and conical variables, because based on the results of this study, there are still many difficulties in implementing PKM online.

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