

Student Performance in Field Experience Program and Educational Institution Satisfaction

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Abstract:

The purpose of the study was to describe the level of satisfaction of partner schools with the performance of PPLK II IAI Yasni Bungo students. The study used a quantitative approach with a descriptive survey method. The form of the survey implementation in this study used a questionnaire. Questionnaires were given to the population, namely partner schools that were appointed and selected by the IAI Yasni Bungo campus in the implementation of the PPLK II program, which was chosen by random sampling, namely six schools that were accredited B and represented regional regions for Bungo and Tebo regencies and represented each level of education program. Data collection techniques using questionnaires, interviews, observation, and documentation. Data analysis was carried out through stages; 1) descriptive statistical analysis, 2) testing requirements analysis, and 3) hypothesis testing. The research findings show that the satisfaction of partner schools with the performance of IAI Yasni Bungo students in implementing the PPLK II program is in the "Satisfactory" category.

Keywords: *Student Performance, PPLK, Satisfaction, Partner Schools*

Abstrak:

Tujuan penelitian adalah memaparkan tingkat kepuasan sekolah mitra terhadap kinerja mahasiswa PPLK II IAI Yasni Bungo. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif survei. Adapun bentuk pelaksanaan Survei dalam penelitian ini menggunakan angket. Angket diberikan kepada populasi yaitu sekolah mitra yang ditunjuk dan dipilih oleh kampus IAI Yasni Bungo dalam pelaksanaan program PPLK II yang dipilih secara random sampling yaitu sebanyak enam sekolah yang terakreditasi B dan mewakili regional daerah untuk Kabupaten Bungo dan Tebo serta mewakili masing-masing tingkat program pendidikan. Teknik pengumpulan data menggunakan angket, wawancara, observasi dan dokumentasi. Analisis data dilakukan melalui tahapan; 1) analisis statistik deskriptif; 2) pengujian persyaratan analisis; dan 3) pengujian hipotesis. Temuan penelitian menunjukkan bahwa secara umum tingkat kepuasan sekolah mitra terhadap kinerja mahasiswa IAI Yasni Bungo dalam pelaksanaan program PPLK II berada pada kategori "Memuaskan".

Kata Kunci: *Kinerja Mahasiswa, PPLK, Kepuasan, Sekolah Mitra*

INTRODUCTION

By the Faculty of Tarbiyah and Teacher Training (FTIK) IAI Yasni Bungo, the productivity of education personnel, especially prospective teachers, both in terms of quality and quantity, continues to receive attention. This can be seen in several reform efforts in Tri Dharma of Higher Education. One of them is the Practice of Educational Field Experience II (PPLK II) as a form of realization of research activities in the tri dharma of higher education (Team, 2020). This is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 40 Paragraph 2; it is also related to the demands of the ten national priorities that must be followed in the concept of "Making Indonesia 4.0" put forward by the President of Indonesia, Mr. Joko Widodo. Based on the ten national priorities for Making Indonesia 4.0, the priority that attracts the attention of researchers that can be further studied in universities is the priority of "improvement of the quality of Human Resources (HR)." HR is a fundamental component and has become very dominant in all management activities, both on a large and small scale, including the scale of national education and cultural development (Novita, 2017; Hee et al., 2020). Even the functional role of HR management is one of the factors that affect employee performance (Krishnaveni & Monica, 2018).

The Industrial Revolution 4.0 resulted in changes in thinking, living, and relating to one another (Sisswanto, Tegor, Haqiqi, Yusmalina, & Susanto, 2022). In this case, it certainly affects HR because HR is one of the determining factors for success in facing industry 4.0 (Balatsky, 2019). Therefore, universities need to prepare human resources to have talents and skills (Rymarczyk, 2020). Even these days, we are familiar with the term e-HRM (Electronic Human Resources Management) or, if interpreted into Electronic Human Resource Management. This challenge must be faced in this digital era. Almost overall, organizations worldwide are familiar with e-HRM because of recent organizational developments (Rue'l, 2009).

To carry out their duties and functions properly, teachers must have a formal education level in teaching and education. The story of legal education must at least have teacher competencies; 1) Components of introductory education courses: a group of systems that provide primary and theoretical education knowledge; 2) Microteaching, namely courses that aim to give the students experience in simulating the teaching and learning process; and 3. Educational Field Experience Practices (PPLK) are courses that offer opportunities for students to face an entire learning process (actual teaching) to apply their abilities and skills in education (Mubarok, 2020).

In practice, the PPLK program is carried out in collaboration with partner schools with IAI Yasni Bungo, namely at the PAUD level for students of the Early Childhood Islamic Education Study Program (PIAUD), SD/MI for students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) and the SMP/MTs level. for students of the Islamic Religious Education Study Program (PAI) and Tadris IPA in Bungo and Tebo Regencies. Cooperation between the two parties, namely FTIK, in this case, the PPLK II Program with the school, implies that there are assessments in the implementation of the

PPLK II program. One of the things which to be known about this collaboration is the satisfaction of PPLK partners in implementing PPLK II in the Odd semester of 2021/2022, in particular, the joy of PPLK partners with the performance of PPLK II IAI student Yasni Bungo in preparing learning plans, implementing learning and the benefits of the PPLK program II at partner schools.

This is considered very important to know thinking that one of the goals of higher education by Law no. 12 of 2012, Article 4, in addition to developing innovative, responsive, creative, skilled, competitive, and cooperative academics through the implementation of the Tridharma, also maximizing the development of student potential to become human beings who believe and fear God Almighty and have noble character. Healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the nation's benefit (Sipayung et al., 2020). Moreover, a systematic and scientific evaluation has not been carried out through a study on the level of satisfaction of partner schools with the PPLK II IAI Yasni Bungo program, which has implications for the low totality of the implementation of the PPLK II IAI Yasni Bungo program in several aspects. Moreover, if we look philosophically, which is represented in several proverbs or quotes such as "Practice makes perfect," "learning is doing," "Experience is the best teacher," they are indicated that educational field practice is one of the operational forms of practical learning apart from internships, field visits, on the job training and study program work that can create concrete experiences in producing observations and reflections which in turn will result in the formation of abstract concepts and generalizations. Experiential learning in the field is seen as a dynamic process in which concrete experiences influence the formation of abstract ideas and vice versa (Ross et al., 1980). In addition, the results of other studies indicate that field experience programs are a precious component of educational programs. Through field practice, students can strengthen their conceptual learning in the real world so that they can improve their skills as teachers and educational leaders (Akinde et al., 2017). Seeing the usefulness of this academic field practice program encourages researchers to examine how effective the implementation of this program is at educational institutions in Jambi Province through analysis of survey results.

This researcher refers to several previous studies relevant to the research theme. Rosdiana et al., (2018) say that the level of satisfaction of partner schools on student performance at primary and secondary levels. Hutajulu et al., (2018) said that Perceptions of PPLK students' teaching abilities and learning motivation together have a significant positive effect on student learning outcomes in economics subjects. Pertiwi (2020) said there was a significant difference in the average burnout based on the level of education to teach with students who took part in the UPI PPLSP. Kurniawan et al., (2019) said the achievement of pedagogical, professional, social, and personality competencies of prospective mathematics teacher students practicing the Field Introduction Program (PPL) at one of the Cirebon City High Schools.

Similar to the four relevant studies above, the purpose of this research, in general, is to describe the satisfaction of PPLK partner schools with the performance of PPLK students. However, if broken down, the objectives of this research are as follows: a) describe how high the level of satisfaction of partner schools is with the performance of PPLK II IAI Yasni Bungo students in terms of preparing Learning Implementation Plans (RPP); b) describe how high the level of satisfaction of partner schools is on the performance of PPLK II IAI Yasni Bungo students in terms of implementing learning; and c) explaining how high the level of satisfaction of partner schools is with the implementation of the PPLK II IAI Yasni Bungo program. The sub-indicators of the RPP Preparation indicator, which became the research variables, were adopted and developed from Rina Rosdiana's research ideas, 2018: Complete RPP preparation, Able to formulate objectives, Compile and prepare teaching materials/materials, and Design and use media. At the same time, the sub-indicators of the Learning Implementation indicators are: Mastering learning materials, Choosing active learning models, Realizing models, Using variations of learning models, Motivating with games, Using rewards, and Carrying out final evaluations. The sub-indicators of the PPLK Program Implementation indicators are: Student RPP inspires teacher RPP, Learning media encourages teachers, Learning models inspire teachers, Student appearance is worthy as teacher candidates, Happy with PPLK students' presence, Have a good attitude and Sustainability of PPLK partnership.

Satisfaction is a multifaceted concept (with many dimensions) (Yusuf, 2015). According to Kotler (1997), satisfaction is a person's feeling of pleasure or disappointment that comes from comparing his impression of the performance (or results) of a product and his expectations. The satisfaction felt by each result from reaching the desired expectations and the results of the performance or development enjoyed. According to Rangkuty (2013), happiness is the emotional response customers feel when they want the experience of using or consuming products/services. service quality could be determined through five determinants, namely: 1) Reliability, which is the school's ability to provide services by what has been promised; 2) Responsiveness, which is the ability to help customers and provide services quickly; 3) Confidence, is the ability of the teacher, in this case, is the competence and knowledge of the teacher to generate confidence and trust; 4) Empathy, is caring and giving personal attention to customers; and 5) Tangible, is the appearance of physical facilities, equipment, personnel, and media communication. Educational services will look good if they have excellent and adequate school facilities (Barnawi & Arifin, 2012). At the RA/TK level, the facilities that must exist are classroom furniture, teaching aids, learning media, Traditional and Modern Educational Game Tools (APE), and corner facilities.

Meanwhile, the infrastructure facilities for the MI/SD program level are classrooms, library rooms, science laboratory rooms, principals' rooms, teachers' rooms, School Health Business (UKS) rooms, circulation rooms (corridors and stairs), and places of worship, restrooms, warehouses. A place to play/exercise. The standard facilities and infrastructure for the MTs/SMP

program level are classrooms, library rooms, science laboratory rooms, principals' rooms, teachers' rooms, school administration rooms, counseling rooms, UKS rooms, Student Organization rooms (OSIS), circulation rooms (corridors and stairs), places of worship, latrines, warehouses, places to play/exercise (Ananda et al., 2017). These five points are of particular concern to researchers to measure educational institutions' satisfaction with PPLK students' performance. It is hoped that the five indicators above can provide more in-depth and holistic research analysis results so that they become the best recommendations for IAI Yasi Bungo in the future in implementing the PPLK program at three program levels, namely RA/TK, MI/SD, MTs/SMP.

RESEARCH METHODS

This research uses a quantitative approach. The method used is a descriptive survey method. The researcher surveys a sample or the entire population of people to describe attitudes, behaviors, opinions, or population characteristics by taking data samples using a questionnaire as a primary data collection tool (Cresswell, 2015). In terms of time, this study was designed as a cross-sectional study, which this study was conducted for a specified period (Sugiyono, 2013).

The population in this study were all partner schools in Bungo and Tebo regencies as partners of tertiary institutions in implementing the PPLK II program, with the following details; 8 schools for TK/RA program levels, 16 schools for SD/MI levels, and ten schools for MTs/Ponpes level. The sampling technique in this research is using random sampling. Where the sample that has been grouped based on the element of homogeneity (that is, based on the accreditation of partner schools at least B) is then selected again based on regional representatives from the Bungo and Tebo regions for the three levels of education programs (TK/PIAUD, SD/MI, and SMP/MTs levels). The number of partner schools sampled using this random sampling technique was six accredited B schools, represented the regions for Bungo and Tebo regencies, and represented each education program level. Based on the above process, six partner schools became the research samples, as shown in Table 1 below;

Table 1: Research Sample

No	Level	Partner School Name	Part of Regional	Number of Responden
1	Early Childhood Education/Kindergarten	1. Rimbo Ulu State Kindergarten	Tebo	5
		2. Pertiwi 1 Kindergarten	Bungo	5
2	Elementary School/Madrasah Ibtidaiyah	1. SDN 071/II Sungai Gambir Village	Bungo	7
		2. SDN 082/VIII Wirotho Agung	Tebo	7
3	Madrasah Tsanawiyah / Islamic Boarding School	1. MTS Darurrahman Rimbo Bujang	Tebo	10
		2. Al-Ikhlas Islamic Boarding School, Sungai Arang	Bungo	7

Data collection techniques were carried out in this study, namely: questionnaires, interviews, observations, and documentation. Data analysis was carried out through the following stages; 1) descriptive statistical analysis; 2) testing requirements analysis; 3) inferential statistical analysis, and 4) hypothesis testing. The explanations for each stage are; 1) Descriptive analysis is a form of data analysis to test the generalization of research results based on one sample (Hasan, 2013), consisting of data presentation in tables and histogram graphs; 2) Analysis Prerequisite Test; regression analysis requires the fulfillment of several basic assumptions before further testing is carried out. This test aims to obtain the BLUE (Best Linear Unbiased Estimator) equation. This assumption test seeks to determine whether the data that has been received has met the requirements for analysis using correlation and regression analysis; 3) Inferential Statistical Analysis: Statistics or inferential analysis is a statistic used to analyze sample data, and the results will be generalized (inferred) to the population where the sample is taken (Ridwan, 2009). The hypotheses proposed in this study are; a) The hypothesis is accepted if the partner school is satisfied with the PPLK IAI Yasni Bungo student performance; on the contrary; b) The hypothesis is rejected if the partner school is not satisfied with the PPLK IAI Yasni Bungo student performance. The data analysis steps that the researcher did above have been carried out by previous researchers who also examined the PPLK program on readiness to become a teacher for FKIP UNS students. The data were also analyzed in stages, starting from descriptive statistical analysis, inferential statistical analysis, and hypothesis testing (Ariani et al., 2016).

RESULTS AND DISCUSSION

PPLK II Partner School Satisfaction with PPLK Students in RPP Preparation

The research results regarding the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of preparing RPP at the Kindergarten level are in the Quite Satisfactory category as outlined in the details of table 2 below;

Table 2: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Students Yasni Bungo in RPP Preparation at Kindergarten Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in compiling a complete RPP			67 %	22 %	11 %
PPLK students formulate the lesson plans in accordance with the latest curriculum guidelines, namely the K13 curriculum			56 %	44 %	
PPLK students in designing and using learning media		12 %	44 %	44 %	
PPLK students in adjusting the theme with the cooperative learning model			56 %	33 %	11 %
PPL students in compiling assessment indicators in RPP in accordance with learning objectives		23 %	33 %	33 %	11 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

The results of data analysis based on questionnaires using the SPSS 22.0 program are the results of the triangulation of the research team during the research. Triangulation of the method in the form of interviews with 5 Civil Service Teachers from Pembina State Kindergarten Rimbo Ulu and with 5 Civil Service Teachers at Pertiwi I Bungo Kindergarten showed that PPLK IAI Yasni Bungo students in terms of; 1) the ability to design and use learning media in Kindergarten is still very lacking. It was confirmed when the research team traced the statement by asking for examples of media that students in learning at the Kindergarten had made; it turned out that they did not exist; 2) PPLK IAI student Yasni Bungo at the TK/RA level does not seem to have mastered the principles of preparing assessment indicators in RPP according to learning objectives. So that the Civil Service Teacher provides maximum assistance to students to achieve learning objectives. However, the mentoring by the Civil Service Teacher did not fully answer the limitations of students' abilities in terms of techniques/practices of compiling assessment indicators in the lesson plans that were by the learning objectives due to the COVID-19 situation that hit Indonesia and Bungo and Tebo Regencies in particular.

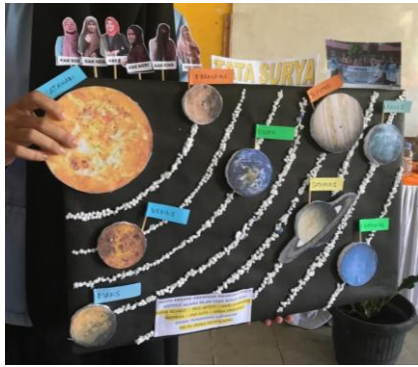
Meanwhile, the research results regarding the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of preparing RPP at the MI/SD level were found to be generally satisfactory, as outlined in table 3 below;

Table 3: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Students Yasni Bungo in RPP Preparation at SD/MI Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in compiling a complete RPP			15 %	85 %	
PPLK students formulate lesson plans in accordance with the latest curriculum guidelines, namely the K13 curriculum				77 %	23 %
PPLK students in designing and using learning media			8 %	84 %	8 %
PPLK students in adjusting the theme with the cooperative learning model			8 %	92 %	
PPL students in compiling assessment indicators in RPP in accordance with learning objectives			23 %	77 %	

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

The results of data analysis based on questionnaires using the SPSS 22.0 program are the results of the triangulation of the research team during the research. The triangulation method was in the form of interviews with seven civil servant teachers from SDN 071 Sei. Gambir and with 7 Civil Service Teachers at SDN No. 082/VIII Wirotho Agung showed that PPLK IAI student Yasni Bungo in terms of adjusting the theme to the cooperative learning model, was excellent, even being assessed as "Creative and Innovative" by the Civil Service Teacher, as well as in making learning media and compiling a complete lesson plan. Some examples of image documentation snippets from learning media made by PGMI students that have been considered reasonable by the Civil Service Teacher because they are by the theme being studied, namely;



Picture 1: media of solar system

Picture 2: media of word stacking

However, despite this, PPLK IAI Yasni Bungo students at the SD/MI level still need guidance in preparing assessment indicators in the RPP according to learning objectives. This is because of the 14 teachers; five teachers had said that students need to be given maximum assistance and guidance in preparing assessment indicators in the lesson plans that are by learning objectives.

Furthermore, at the MTs/Ponpes level, the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of preparing the RPP was found to be generally entirely satisfactory as outlined in table 4 below;

Table 4: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in Preparing RPP at MTs Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in compiling a complete RPP			60 %	20 %	20 %
PPLK students formulate lesson plans in accordance with the latest curriculum guidelines, namely the K13 curriculum			53 %	40 %	7 %
PPLK students in designing and using learning media			50 %	36 %	14 %
PPLK students in adjusting the theme to the cooperative learning model			40 %	53 %	7 %
PPL students in compiling assessment indicators in RPP in accordance with learning objectives			40 %	40 %	20 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

Based on the description of the data above, it can be concluded that the ability of PPLK students in MTs/Ponpes is generally still in the category of Quite Satisfactory in the preparation of the lesson plans. The results of data analysis based on questionnaires using the SPSS 22.0 program are the results of the triangulation of the research team during the research. Triangulation of the method in the form of interviews with 10 Civil Service Teachers from MTs Darurohman Rimbo Bujang and with 7 Civil Service Teachers at MTs Al-Ikhlas Muara Bungo showed that PPLK IAI Yasni Bungo students in terms of preparing complete RPP activities, still needed intense guidance from the Civil Service Teachers, especially to the preparation of assessment indicators in the lesson plans by the learning objectives. Students still find it challenging to fulfill

the two points above when doing field practice.

The satisfaction score given by the PPLK program partner schools to three levels of students in the TK/RA, SD/MI, and MTs/Pondok Pesantren education programs at the MTs IAI Yasni Bungo level is based on the implementation of the five determinants of satisfaction according to Hendry in Barnawi and Mohammad Arifin, namely: 1) Reliability, is the ability of the school to provide services by what has been promised. The service conditions provided by the school can help the success of the teaching and learning process, namely the availability of textbooks, the availability of educational teaching aids, computer rooms, and library rooms, 2) Responsiveness is the ability to help customers. In this case, PPLK IAI student Yasni Bungo provides services quickly to complaints or problems faced by students in the field practice. 3) Confidence, namely the teachers' ability, in this case, the competence and knowledge of teachers to create confidence and trust in PPLK students in carrying out their daily activities as PPLK teachers. 4) Empathy is caring and giving personal attention to PPLK IAI students, Yasni Bungo, as evidenced by the emotional closeness of the civil servant teacher with PPLK students. 5) Tangible is the appearance of physical facilities, equipment, personnel, and communication media at partner schools. The partner schools that are the sample of this research generally have excellent and adequate school facilities to help PPLK students practice PPLK (Barnawi & Arifin, 2012).

At the three levels of the education program above, it can be seen that the same problem was experienced by PPLK IAI student Yasni Bungo at partner schools, namely, "the preparation of assessment indicators in the lesson plans that are by the learning objectives." PPLK students have not mastered practical techniques in lowering assessment indicators by learning objectives. In fact, according to Zainal Asril, teacher clarity in designing "Teaching Objectives" is an absolute requirement for achieving educational interactions in the learning process through communication between teachers and students (Asril, 2016). Furthermore, Zainal Asril said that; 1) learning objectives must be oriented on student behavior and abilities, not teachers, with sentence structures preceded by words so students can explain, identify, and so on; 2) must be operationalized in explicit and measurable terms, such as comprehending, mentioning, writing, comparing, etc; 3) must be intended student learning outcomes.

The next point as an adverse finding from the implementation of PPLK in partner schools at the TK/RA level is related to the ability of students to design and use learning media in kindergarten, which is still very lacking. Some examples of learning media in kindergarten that do not meet the criteria well and by the themes studied can be seen in Figures 3 and 4 below. Figure 3 shows a media made by PPLK students to introduce milk drinks to students without showing the original form to show the color. Meanwhile, Figure 4 shows the media for presenting a circle as one of the flat shapes. The use of media colors that do not contrast with the object to be displayed is a sign that the media is not good.



Picture 3: media of objects



Picture 4: media of circles

Whereas, in theory, teachers cannot be separated from learning media to stimulate all aspects of early childhood development. In early childhood, learning is done through playing using learning media, both real media, audio media, visual media, environmental media, and audiovisual media, so that learning activities run effectively and have fun (Zaini & Dewi, 2017). Even with leftover materials at school or the PPLK student's home, media can be designed for TK/RA children (Nurhafizah, 2018). ext, which is no less attractive, even media such as stems, twigs, leaves, seeds, rocks, sand, and water can also be used as learning media called natural material media (Aslindah & Suryani, 2021).

Based on the description above, related to partner school satisfaction with PPLK IAI Yasni Bungo student performance in terms of preparing lesson plans, it is in the category of Quite Satisfactory and Satisfactory. So for this aspect, the research hypothesis is accepted, where partner schools are satisfied with the performance of PPLK IAI student Yasni Bungo in preparing the lesson plans.

PPLK II Partner School Satisfaction with PPLK Students in the Implementation of Learning

The results of the research regarding the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of implementing learning at the Kindergarten level showed that, in general, the ability of PPLK students in TK/RA was in the Quite Satisfactory category as presented in table 5 below;

Table 5: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in the Implementation of Learning at Kindergarten Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in mastering learning materials		11 %	56 %	22 %	11 %
PPLK students in choosing and realizing an active learning model		12 %	44 %	44 %	
PPLK students in using models, methods and strategies in learning		11 %	56 %	33 %	
PPLK students in using the reward and punishment system for the success and failure of students		33 %	33 %	22 %	12 %
PPLK students in carrying out the final evaluation of learning		12 %	44 %	33 %	11 %

PPLK students in providing learning motivation to students in partner schools	12 %	44 %	33 %	11 %
PPLK students in facilitating students who do not understand the material being studied	22 %	22 %	44 %	12 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

Meanwhile, the results of the research regarding the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of implementing learning at the MI/SD level were obtained that were generally "Satisfactory" in the preparation of the RPP as outlined in table 6 below;

Table 6: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in the Implementation of Learning at the SD/MI Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in mastering learning materials			8 %	69 %	23 %
PPLK students in choosing and realizing an active learning model			7 %	62 %	31 %
PPLK students in using models, methods and strategies in learning			23 %	69 %	8 %
PPLK students in using the reward and punishment system for the success and failure of students			23 %	54 %	23 %
PPLK students in using the reward and punishment system for the success and failure of students			15 %	77 %	8 %
PPLK students in providing learning motivation to students in partner schools			15 %	77 %	8 %
PPLK students in facilitating students who do not understand the material being studied			8 %	84 %	8 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

Furthermore, at the MTs/Ponpes level, the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of learning implementation was found to be generally quite satisfactory as outlined in table 7 below:

Table 7: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in the Implementation of Learning at the MTs/Ponpes Level

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in mastering learning materials			46 %	54 %	
PPLK students in choosing and realizing an active learning model			60 %	33 %	7 %
PPLK students in using models, methods and strategies in learning			60 %	27 %	13 %
PPLK students in using the reward and punishment system for the success and failure of students			54 %	40 %	6 %
PPLK students in carrying out the final evaluation of learning			64 %	36 %	

PPLK students in providing learning motivation to students in partner schools			66 %	20 %	14 %
PPLK students in facilitating students who do not understand the material being studied			53 %	30 %	17 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

At the three levels of the education program above, it can be seen that the same problem was experienced by PPLK IAI Yasni Bungo students at partner schools, namely, "the ability to use a reward and punishment system for student success and failure is still meager." PPLK students have not mastered practical techniques in using the reward and punishment system for student success and failure. In fact, according to Asril (2016), the skill to reinforce the form of reward and punishment is one of the eight components of basic skills in the microlearning process.

Things that must be considered in using reinforcement skills include: 1) avoiding negative comments; if students cannot answer questions, don't be yelled at or insulted; 2) warmth, which means showing severe facial expressions, voices, and nods; 3) seriousness carried out seriously without small talk; 4) meaningful, if the teacher asks and students answer, then the teacher must answer such as "good," "exact,;" 5) there need to be variations, such as nodding, smiling, touching, good and hand movements (Asril, 2016).

The application of punishment should be adjusted to the student's condition by paying attention to the guidelines for implementing discipline so that student learning motivation can develop optimally (Ali & Demiray, 2019; Syaroh & Mizani, 2020). Widyawulandari et al., (2019) said that educators must adequately do the effect of reward and discipline to increase students' learning motivation so that students will be more active in learning. Most importantly, there is a much better attitude towards students after this reward and punishment (Ernata, 2017).

The description above related to partner school satisfaction with PPLK IAI Yasni Bungo student performance in terms of learning implementation is in the category of Quite Satisfactory and Satisfactory. So for this aspect, the research hypothesis is accepted, where partner schools are satisfied with the performance of PPLK IAI Yasni Bungo students in terms of learning implementation.

PPLK II Partner School Satisfaction with PPLK Students in PPLK Program Implementation

The results of the study on the level of satisfaction of partner schools with the implementation of the PPLK II program at the kindergarten level were found that, in general, they were in the Satisfactory category, as presented in table 8 below;

Table 8: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in PPLK Program Implementation

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in interacting with fellow teachers during the implementation of the PPLK II program at partner schools			22 %	56 %	22 %
The benefits felt by partner schools with the PPLK II IAI Yasni Bungo program			22 %	56 %	22 %
Innovations shown by PPLK II students both in learning and extracurricular activities for students at partner schools		12 %	44 %	44 %	

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

Meanwhile, the results of research regarding the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of implementing the PPLK program at the MI/SD level were found to be generally satisfactory, as outlined in table 9 below;

Table 9: Percentage of PPLK Partner School Satisfaction with PPLK II IAI Yasni Bungo Students in PPLK Program Implementation

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in interacting with fellow teachers during the implementation of the PPLK II program at partner schools				77 %	23 %
The benefits felt by partner schools with the PPLK II IAI Yasni Bungo program			8 %	84 %	8 %
Innovations shown by PPLK II students both in learning and extracurricular activities for students at partner schools			15 %	77 %	8 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

Furthermore, at the MTs/Ponpes level, the level of satisfaction of partner schools on the performance of PPLK II IAI Yasni Bungo students in terms of implementing the PPLK program was found to be generally entirely satisfactory as outlined in table 10 below;

Table 10: Percentage of PPLK Partner School Satisfaction with PPLK II IAI YASNI Bungo Students in the Implementation of the PPLK Program

STATEMENT POINTS	STM	TM	CM	M	SM
PPLK students in interacting with fellow teachers during the implementation of the PPLK II program at partner schools			40 %	53 %	7 %
The benefits felt by partner schools with the PPLK II IAI Yasni Bungo program			50 %	36 %	14 %
Innovations shown by PPLK II students both in learning and extracurricular activities for students at partner schools			53 %	33 %	14 %

Description: STM= Very Unsatisfactory, TM= Unsatisfactory, CM= Quite Satisfactory, M= Satisfactory and SM= Very Satisfactory

At the three levels of the education program above, the same facts are seen as a positive response from partner schools to implement the PPLK II program IAI Yasni Bungo, showing a high level of satisfaction with the implementation of this PPLK program. They get innovations both in learning activities and in students' extracurricular activities at school. The positive response from partner schools regarding implementing the PPLK II IAI Yasni program, indicated by the survey results being in the "Satisfactory" category, can suggest that the PPLK participating students have carried out their duties well. Students' tasks in PPLK activities are; 1) teaching, which includes: making lesson plans, teaching according to a schedule, helping students with assignments, making/choosing teaching aids, and evaluating learning outcomes; 2) non-teaching, which includes: administration, knowing extracurricular activities, school pickets, socialization, obeying school rules, establishing good cooperation with all elements and parties in partner schools, personalization tasks such as maintaining and obeying discipline (Asril, 2016).

Based on the description above related to the satisfaction of partner schools with the performance of PPLK IAI Yasni Bungo students in terms of implementing the PPLK IAI Yasni Bungo program, they are in the Satisfactory category. So for this aspect, the research hypothesis is accepted, where partner schools are satisfied with implementing the PPLK IAI Yasni Bungo program.

CONCLUSION

Based on the results of the research on the School Satisfaction Survey of Partners of the Educational Field Experience Program II (PPLK II) on the Performance of IAI Yasni Bungo Students in Bungo and Tebo Regencies in 2021, it can be concluded that there are three main points, namely; 1) the importance of an institution conducting a systematic and scientific evaluation through a This study aims to determine the level of satisfaction of partner schools with the PPLK program carried out by the institution because it is a training activity to apply various knowledge, attitudes, skills and learning processes as a whole and integrated to develop the potential and competence of teachers by education students; 2) The need to assess aspects of; 1) orientation of debriefing from the Technical Service Unit of the institution's PPLK; and 2) student PPLK reports in partner school satisfaction survey research to support holistic research results related to partner school satisfaction in implementing PPLK apart from the three aspects that have been carried out his research by the researchers above, namely aspects: Preparation of RPP, Implementation of Learning and Implementation of PPLK II Program; 3) Universities need to design a management model for the Educational Field Experience Practice (PPLK) during the Covid-19 pandemic, starting from planning, organizing, implementing, and supervising.

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