The Influence of Teaching Practices on the Ability to Recognize Field Schooling of Economics Education Students of FKIP, University of Riau

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Abstract
When participating in PLP activities, students must be able to apply basic teaching skills. However, in reality the basic skills of teaching economics education students class of 2019 are relatively low, this can be seen from the final grades of teaching practice courses. This study aims to determine whether there is a positive and significant influence between teaching practices on the PLP abilities of Economics Education students class of 2019 FKIP, University of Riau. This research was conducted at the Economics Education Study Program, FKIP, University of Riau. This research method is descriptive quantitative. The data collection technique used was documentation using the final grades of PLP courses and teaching practices. The results showed that teaching practices had a positive and significant effect on the ability to recognize the field of schooling for Economics Education students class of 2019, FKIP, University of Riau. This means that the better the value of teaching practice, the better the PLP ability of Economics Education students class of 2019 FKIP, University of Riau
Keywords: PLP Ability, Teaching Practice

INTRODUCTION

Introduction to Schooling Field (PLP) is a program that aims to form and foster students in mastering knowledge and skills related to teacher competence. According to Rahmadiyani et al. (2020) PLP can train students in implementing learning outcomes on campus and applied directly in schools. When participating in PLP activities, students must be able to apply the basic teaching skills that have been learned when attending teaching practice courses (Rhamayanti, 2018). The teaching practice course is a compulsory subject for students of the Faculty of Teacher Training and Education, University of Riau. According to Jundi & Yasin (2020) the purpose of participating in micro teaching or teaching practice is to help prospective teachers master specific skills so that they do not experience difficulties in learning exercises.

According to Rahmi (2019) there are 8 basic teaching skills that prospective teachers and teachers must master. These include skills in opening and closing lessons, explaining skills, varying skills, providing reinforcement skills, questioning skills, classroom management skills, small group and individual teaching skills, and skills in guiding small group discussions. Basic teaching skills can be easily learned if it is believed that students who learn them learn with full responsibility (Gani, 2021). However, in reality during teaching practice, because the practice is carried out in the lecture class and the students are the student's own classmates, the practice is less serious. The low level of students' basic teaching skills can be seen from the final grades of the teaching practice courses for Economics Education students class of 2019 at the University of Riau.

From these problems the researcher was interested in conducting research entitled The Influence of Teaching Practices on the Field Recognition Ability of Economics Education

Students Class of 2019, University of Riau. The purpose of this study was to find out whether there was a positive and significant influence on teaching practices on the field recognition skills of Economics Education students class of 2019 FKIP, University of Riau.

RESEARCH METHODS

The research method used is descriptive quantitative research. The data collection technique used in this study was documentation in the form of final grades from teaching practice and PLP courses. This research was conducted at the Teaching and Education Faculty of Economics Education Study Program, Riau University, which is located at Jalan Binawidya, Km 12.5, Simpang Baru, Kec. Handsome, Pekanbaru City, Riau. The research was conducted from February to March 2023.

The population in this study were Students of the Economics Education Study Program Batch of 2019 FKIP, University of Riau who had attended an introduction to the school field. The sampling technique used was census/total sampling with a total of 70 people. The data analysis technique used in this research is descriptive analysis, data prerequisite test which includes normality test and linearity test and hypothesis test which includes simple linear regression analysis test, t test and coefficient of determination (R^2).

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis

The instrument used in this study was measured by documentation which included the final grades of PLP courses and teaching practices. The following is a descriptive analysis of data on the influence of teaching practices on the PLP abilities of Economics Education students class of 2019, FKIP, University of Riau. The results of the descriptive analysis of PLP abilities seen from the final grades of PLP data courses are seen in table 1 below:

Table 1. Results of PLP Value Analysis

No	Score	Percentage	Category
1	4,00	88,56%	Very High
2	3,75	11,44%	High

Based on Table 1, it can be seen that most of the respondents' schooling field recognition scores got the maximum score, this can be seen from the scores of students who got a score of 4.00 totaling 62 people with a percentage of 88.56% while 8 other students with a percentage of 11.44% get the minimum value. This means that the PLP ability of Economics Education students class of 2019 is in the very high category with a percentage of 88.56%. From these data it can be concluded that the ability to recognize the school field of Economics Education students class of 2019 FKIP, University of Riau, is in the very good category because most students get maximum scores. Next, the descriptive analysis of teaching practice variables seen from the final grades of teaching practice courses can be seen in Table 2 below:

Table 2. Results of the Value Analysis of Teaching Practices

No	Score	Percentage
1	4,00	35,75%
2	3,75	21,45%
3	3,50	5,72%
4	3,00	31,46%
5	2,50	1,43%
6	2,00	4,19%

From Table 2 it can be seen that the scores of the respondents' teaching practice courses were mostly not optimal. This can be seen from the scores of students who got a score of 4.00 totaling 25 people with a percentage of 35.75%, while the other 45 students with a percentage of 64.25% got a score that was not optimal. From these data it can be concluded that most of the abilities of students who take teaching practice courses fall into the unfavorable category because most of them get scores that are not optimal.

Classic Assumption Test

Before testing the hypothesis, the classical assumption test is first carried out in the form of a normality test and a linearity test.

Normality Test

The normality test aims to determine whether the two variables tested are normally distributed or not. The test is used for terms in a correlation analysis or regression analysis. In the normality test used the Kolmogorov-Smirnov Test, to test the normality of the data is done by looking at the 2-tailed significance. With the provision that if the significant value is > 0.05 then the data is normally distributed, conversely if the significant value is <0.05 then the data is not normally distributed. The results of the data normality test are as follows:

Table 3. Normality Test Results

KolmogorovSmirnov Z	Asymp. Sig	Information
0,094	0,176	Normal Distribution

Based on Table 3, the results of the normality test show that with the Kolmogorov-Smirnov test, the Kolmogorov-Smirnov value is 0.094 with a significant value of 0.176. It can be seen that the significance value is 0.176 > 0.05, which means that the data is normally distributed or meets the normality test requirements.

Linearity Test

The linearity test is used to determine whether the two variables tested have a significant linear influence or relationship or not. The basis for decision making in the linearity test is that if the significance value is > 0.05 then the relationship between variable X and variable Y is linear, conversely if the significance value is <0.005 then the relationship between variables X and Y is not linear.

Table 4. Linearity Test Results

Variabel	Linearity	Information
Y-X	0,000	Linearity

Based on the results of the linearity test in table 4 above, it shows that the significance value for linearity is 0.000, meaning that the significance value is less than 0.05. This value is smaller than the significance level of 0.05, so it can be concluded that there is a significant linear relationship between the field recognition ability variable and the teaching practice variable.

Hypothesis Testing

Before testing the hypothesis, first do a simple linear regression analysis test. Simple linear regression analysis is used to determine how much influence the independent variable consisting of teaching practice (X) has on the dependent variable, namely the ability to recognize the school field (Y). Based on the results of data processing through the SPSS 24 program, the results of simple linear regression values are as follows.

Table 5. Simple Linear Regression Analysis Results

Variable	B
(Constant)	3,759
Teaching Practice	0,061

Based on the results of simple linear regression analysis in table 5 between teaching practice (X) on the ability to recognize the school field (Y) it is known that the regression coefficient value is 0.061 and the constant value is 3.759. Thus, the regression equation obtained is as follows: Y = 3.759 + 0.061X + e From this equation it can be explained that:

1. A constant value of 3.759 indicates that if there is no teaching practice variable (X), then the ability to recognize the school field is worth 3.759.
2. The coefficient value is 0.061 and is positive. This means that for every 1% increase in the teaching practice variable (X), it will increase the field recognition ability (Y) by 0.061, the regression coefficient is positive, so it can be said that there is an effect of the teaching practice variable (X) on the field recognition ability variable. schooling (Y) is positive.

To test the hypothesis, partial test statistical techniques and the coefficient of determination (R^2) will be carried out.

Partial Test (t)

T-test was conducted to prove the effect of each independent variable on the dependent variable individually. Test criteria if the significance value is > 0.05 and Tcount <Ttable then H0 is accepted and if the significance value is <0.05 and Tcount > Ttable then H0 is rejected. The test results are as follows:

Table 6. T-Test Analysis Results

Variable	T	Sig
(Constant)	65, 353	0,000
Teaching Practice	3,741	0,000

t_{tabel} = n-k-1
= 70-1-1
=68
=1,668

Information:
n : number of samples
k : number of independent variables
1 : constant

Based on the results shown in Table 6 it can be explained that the results of the t test obtained tcount (3.741) > ttable 1.668 and a significance of 0.000 <0.05. This means that the decision in this study Ha accepted Ho rejected. So it can be interpreted that teaching practices affect the ability to recognize the field of schooling.

Coefficient of Determination (R^2)

The coefficient of determination test is used to find out how big the independent variable is with the dependent variable. The results of the coefficient of determination in this study are as follows:

Table 7. Test Results for the Coefficient of Determination

Model	R Square
1	.171

Based on table 7, it shows that the results of the acquisition of the coefficient of determination seen from the R square table are 0.171, this means that the influence of teaching practices on the ability to recognize the school field is 0.171 or 17.1% while 82.9% is again influenced by other variables which were not included in this study.

Discussion

This study aims to examine the influence of teaching practices on the basic teaching skills of students of the Economics Education Study Program class of 2019, University of Riau. Based on the results of the study, it was found that the teaching practice variable had a positive and significant effect on the field recognition ability variable for Economics Education students class of 2019 FKIP, University of Riau. This means that the better the teaching practice, the better the ability to recognize the field of schooling for Economics Education students.

The final grade for the school field introduction course shows that 62 students got a score of 4.00 with a percentage of 88.56%, while the other 8 students with a percentage of 11.44% got less than optimal scores. This means that the PLP ability of Economics Education students class of 2019 is in the very high category with a percentage of 88.56%. From these data it can be concluded that the ability to recognize the school field of Economics Education students class of 2019 FKIP, University of Riau, is in the very good category because most students get maximum scores.

Furthermore, the final score for the teaching practice course showed that students who got a score of 4.00 totaled 25 people with a percentage of 35.75%, while the other 45 students with a percentage of 64.25% got a score that was not optimal. From these data it can be concluded that most of the abilities of students who take teaching practice courses fall into the unfavorable category because most of them get scores that are not optimal.

These results have been proven through several hypothesis testing, namely the T test, the coefficient of determination test and simple regression analysis. Based on the results of the partial t test (tcount) the effect of teaching practice on teaching basic skills obtained tcount (3.741) > ttable (1.668) or significance (0.000) <0.05. Then Ha is accepted, meaning that the variable of teaching practice influences the ability to recognize the field of schooling. Based on the test, the coefficient of determination shows a result of 0.171, which means that 17.1% of teaching practice variables affect the ability to recognize the field of schooling, while 82.9% is influenced by other variables outside the variables in this study. The results of the simple linear regression test also show a positive effect with a significance value of 0.000 <0.05.

The results of this study are similar to the research conducted by Saputri et al. (2013) where there is a positive effect of micro teaching on the teaching abilities of PPL students of the Economic Study Program FKIP UNS, this shows that good and effective micro teaching can improve students' ability to teach in schools during PPL implementation, on the other hand micro teaching the application of which is not effective will reduce the ability of students because if students have never practiced then during PPL they will be awkward and confident. This is supported by Chera et al., (2022) stating that basic teaching skills must be continuously improved by prospective teachers as well as by those who are already a teacher.

CONCLUSION

This study was to determine the positive and significant effect of teaching practices on the ability to recognize the field of schooling for Economics Education students class of 2019, FKIP, University of Riau. Based on the results of the research that has been done, it can be concluded that there is a positive and significant influence between teaching practices on the ability to recognize the field of schooling for Economics Education students class of 2019 FKIP, University of Riau. This shows that Ha is accepted and H0 is rejected, meaning that the better the teaching practice, the better the ability to recognize the field of schooling of Economics Education students. Teaching practice has a contribution of 17.1% influencing the ability to recognize the field of schooling of Economics Education students class of 2019 FKIP, University of Riau, and the remaining 81.7% is influenced by other variables not examined.

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