

ANALYSIS OF STUDENT PROFESSIONALISM IN TERMS OF ATTENDANCE LEVEL IN SCHOOL FIELD INTRODUCTION (SFI) ACTIVITIES

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Abstract

School Fields Introduction (SFI) is one of the courses that aims to provide an overview or initial introduction to students regarding how to be a good teacher. This study aims to determine the professionalism of SFI students in terms of attendance levels during the SFI activity process. The method used in this research is descriptive and qualitative and involves observation, interviews, and direct viewing of data in the field. The subjects in this study were 8 SFI students and 1 teacher coordinator from MA Plus Nurul Islam Sekarbela. Data obtained through the processes of observation and interviews were analyzed descriptively in the form of paragraphs. Based on the research that has been done, it is found that the level of student professionalism in terms of attendance is still very minimal, with a percentage of 38%, or only 3 out of 8 students. In addition, it was found that the level of attendance had a good correlation with the acquisition of the final grades of students, where the higher the level of attendance, the higher the value obtained.

Keywords: School Field Introduction (SFI), Professionalism, Attendance Level, Student Characteristics

INTRODUCTION

School Field Introduction, hereinafter abbreviated as SFI, is one of the courses that must be taken by students, especially at the Teaching and Education Faculty. This SFI activity aims to implement learning outcomes through observing the learning process in schools and educational institutions, practicing developing learning tools, and guiding teaching and learning to create quality teacher candidates in society (Rizaldi et al., 2022). As explained in Permenristek-dikti Number 55 of 2017 and Article 1 Point 8, SFI activities are a process of observation and apprenticeship carried out by students in undergraduate education programs to study various aspects of learning and management of education within a formal education unit (Ardiwinata, 2020).

Madrasah Aliyah Plus Nurul Islam Sekarbela, located in the city of Mataram, is one of the private schools that is willing to accept students from the University of Mataram to carry out SFI activities. There are 8 students doing SFI at this school with 3 different study programs, including Indonesian language education, English education, and citizenship education. Where these practical activities provide opportunities for students to learn to carry out the learning process in class, learn to get to know the school environment, learn to get to know school administration, and participate in various other school activities (Husen, 2020).

Basically, the purpose of carrying out SFI activities is to prepare prospective teachers for the future. During the SFI period, students learned to behave professionally toward assignments from both the campus and the

school where the SFI was conducted (Taufik et al., 2021). In this case, the researcher wishes to highlight the difficulties encountered by students while participating in SFI activities in madrasah. One of the problems in question is the level of student attendance in madrasah, because this should be a requirement for fulfilling professionalism as a future teacher candidate.

Professionalism is a responsibility given to people who have a profession or work that occupies them (Zakso & Radiana, 2012). Professionalism can be seen from how the attitude of the person in carrying out his work is in accordance with what has been assigned or ordered before. The term "professionalism" shows an attitude towards people who have a degree of ability and expertise in carrying out their duties (Ahmad & Hodsay, 2020; Lubis, 2017). People who have a professional attitude will be serious and always continue to learn as they develop their abilities.

Based on the description above, a study was conducted to find out and describe the professionalism of SFI students in terms of their attendance at MA Plus Nurul Islam Sekarbela. The level of professionalism displayed by students in participating in SFI activities is certainly able to provide a real picture regarding the implementation system and become evaluation material for all parties involved. So that in the future the general goal of implementing SFI activities to prepare professional teacher candidates can be realized and able to improve the quality of education in Indonesia.

METHOD

This research is qualitative descriptive research with a case study approach. According to Izza et al. (2022) and Kusmarni (2012), the case study approach is a research method that involves looking directly at the object to be studied, in this case, the implementation of schooling field introduction activities at MA Plus Nurul Islam Sekarbela. This study included eight SFI students, three from Mataram University's Teaching and Education Faculty, and one Coordinator SFI from MA Plus Nurul

Islam Sekarbela. Details of the subjects in this study can be seen in Table 1 below.

Table 1. Research Subjects/Respondents and Initial Code

No	Research Subjects/Respondents	Code
1	Citizenship Education Study Program Students 1	A1
2	Citizenship Education Study Program Students 2	A2
3	Citizenship Education Study Program Students 3	A3
4	Indonesian Language Study Program Students 1	B1
5	Indonesian Language Study Program Students 2	B2
6	English Study Program Students 1	C1
7	English Study Program Students 2	C2
8	English Study Program Students 3	C3
9	Teacher from MA Plus Nurul Islam as Coordinator of SFI Activities	D1

The technique that will be used in this study is the observation technique, which is carried out for approximately 45 days. Observations made focused on the level of student attendance while participating in SFI activities at MA Plus Nurul Islam Sekarbela. The attendance rate data is then linked to various skills that are the benchmarks for evaluating the SFI process, such as the ability to develop learning tools and teach activities in the classroom. In addition to using observation techniques, interviews and documentation are also conducted to reinforce the results of the research that has been done. To obtain the percentage value of student absence, refer to the following equation.

$$%KT = \frac{A}{B} \times 100\% \quad (1)$$

Information

- %KT : Percentage rate of student absence
- A : The number of students with an attendance rate below the maximum limit of 75% of the total attendance (12 times)
- B : Total number of students participating in SFI activities

RESULT AND DISCUSSION

1. Definition of School Field Introduction (SFI)

School Field Introduction (SFI) is a stage in the process of preparing professional teachers at the undergraduate education program level, namely, in the form of assignments to students to implement learning outcomes obtained during studies on campus through observing the learning process in schools or formal educational institutions (Bahriah & Agung, 2022; Siregar & Hatika, 2019). Exercises to develop learning tools, as well as guided teaching and learning accompanied by reflective actions under the guidance and supervision of tutors, in general, SFI activities are divided into two phases, namely as follows:

a. School Field Introduction (SFI) Phase 1

Students conduct observations during SFI phase 1 activities in order to study aspects of learning and school management. The purpose of SFI phase 1 activities is the direct observation of school culture, school structure, and work procedures; the observation of school rules; the observation of school ceremonial activities; the observation of intracurricular and extracurricular activities; and the observation of positive habitual practices and habits in school.

b. School Field Introduction (SFI) Phase 2

In the process of SFI phase 2 activities, students carry out the process of observing and implementing learning at school through training in developing learning tools and guided learning, under the supervision of supervisors, and also by accompanying teachers from schools. This SFI phase 2 activity is a continuation of the previous phase, namely SFI 1, with the aim of strengthening students through various forms of activity in schools. The purpose of SFI phase 2 is to examine all teacher tasks, both academic and administrative, in developing the four teacher competencies, namely: 1) pedagogic competence, 2) personal competence, 3) social competence, and 4) professional competence (Fransisca & Ajisuksmo, 2015; Nur & Fatolah, 2022).

2. Definition of Professionalism

Etymologically, the term "profession" comes from English, namely "profession" or the Latin word "proffecus," which means recognition, ability, or expertise in a job (Yusuf, 2019). Professional behavior or attitude is very important to get used to in everyday life, especially for people who already have certain jobs or positions. Someone who has a professional attitude will always try to be on time, be responsible, have good behavior, and be able to develop these qualities (Gunawan, et al. 2020; Illahi, 2020).

Someone who feels they have a responsibility should be able to carry out the tasks that have been given in accordance with existing provisions. Professionalism can be seen not only in the expertise or skills that a person has but also in his ability to carry out his duties. One of the most visible and straightforward abilities is related to attendance. A person's ability to be present and always be on time in their duties is also part of professionalism (Hamirul et al. 2018; Tamasiro et al. 2018). Because of the level of attendance, it can be seen how much responsibility they have in carrying out their duties.

3. The Importance of Professionalism for Students

The spirit of professionalism is a benchmark to be able to see how much a person's commitment is to the behavior being pursued. Someone who has a professional spirit can certainly manage the various needs that are being undertaken so as not to have a negative impact on himself or the environment around him. This certainly has a positive impact on the performance carried out. One component of professionalism that can be measured is the level of attendance. This factor in the world of education is important in the assessment process. Especially for students, attendance points are very influential in determining the character that will develop in the future. Therefore, students are required to always be on time for lecture activities. In this regard, a prospective teacher, of course, must have a

professional attitude. The professional attitude of a teacher can be implemented when students carry out SFI activities at school. That's where students can learn how to be a good teacher.

4. Student Professionalism in terms of Attendance Level

In connection with the professional competence of SFI students, the level of attendance is very much considered during the SFI process at MA Plus Nurul Islam Sekarbela. The presence of students is very decisive and becomes a consideration in the final assessment process in addition to other assessment aspects. According to observations and reviews of the SFI process at MA Plus Nurul Islam, there are still many students who receive permission but are absent while carrying out SFI activities. This causes a lack of effectiveness during the SFI process. Referring to the SFI regulations, it has been emphasized that students do most of the activities at school, with a percentage of 75%, and the remaining 25% can be carried out by students in the area of the school. If referring to the number of days of SFI activities, namely 45 days, students are allowed to leave school for a maximum of 11 days. The following is data on student attendance during SFI activities at MA Plus Nurul Islam Sekarbela.

Table 2. SFI Student Attendance Data

No	Code	Presence			Total
		alpha	sick	permission	
1.	A1	1	2	12	15
2.	A2	2	6	5	13
3.	A3	-	6	6	12
4.	B1	-	2	5	7
5.	B2	-	2	2	4
6.	C1	1	5	1	7
7.	C2	17	-	4	21
8.	C3	6	7	7	20

Based on Table 2 above, it can be seen that there were four students whose absence rate exceeded the specified percentage. This certainly illustrates that there is no seriousness on the part of students in carrying out SFI activities at MA Plus Nurul Islam Sekarbela. Students, while carrying out activities, still tend

to focus on activities outside the school environment so that they leave behind the obligations that should be carried out. Time management and activity schedules need to be owned by students to create work professionalism (Sundy et al. 2018; Ummasyroh et al. 2013). Students must understand which activities should be completed first.

The research data on the level of attendance was obtained by referring to the maximum percentage of student absence rates that can be accepted by SFI administrators, namely 75% with a maximum of 12 days absent from school (referring to Equation 1). So based on this condition, of course, it can be seen that the professionalism of students is still very low, with a percentage of 38% of the 8 students in terms of their level of attendance. This explains why there are only three students whose absence rate is still below the predetermined limit. While the other five students tend to have exceeded the limit of absences given.

The low level of attendance is caused by a variety of factors, both formal (such as campus lecture activities) and informal (such as activities outside of school and campus). To get an overview of these problems, the researchers conducted interviews with eight SFI students and the SFI coordinator. This interview was conducted only to find out the various obstacles faced by SFI students and find solutions to overcome these problems. After the interview process was carried out, information was obtained regarding the various obstacles faced by students, as shown in the following table.

Table 3. Constraints/problems Faced by Students While Carrying Out SFI Activities

Code	Constraints/Reason
A1	- Health issues (illness)
	- Frequently granted permission to lecture
A2	- Health issues (illness)
	- Frequently granted permission to lecture
A3	- Health issues (illness)
	- Allow activities (outside of college)
B1	- Health issues (illness)
	- No vehicles
B2	- Health issues (illness)
C1	- Health issues (illness)

	<ul style="list-style-type: none"> - No vehicles - A late start - Allow activities (outside of college)
C2	<ul style="list-style-type: none"> - Health issues (illness) - Frequently granted permission to lecture - No vehicles - Inadequate information for the coordinator and fellow students
C3	<ul style="list-style-type: none"> - Health issues (illness) - Frequently granted permission to lecture

Based on the data above, there are several obstacles or problems that re-researchers found related to school attendance. Health issues are the most common stumbling block. Health problems are one of the reasons SFI students are absent from school. Almost every day, there is always someone who excuses himself from being present due to illness. There are even those who exceed the permit limit without a statement or letter from a doctor. Apart from health problems, the next problem is students who often get permission to study on campus. Almost every week, there are excuses for not attending because they are attending lectures on campus. Then the next obstacle is vehicle problems. Many students do not have their own vehicles, so that is the reason for students not attending. Finally, the reason students are absent is because they are participating in activities outside the campus.

5. Efforts to Increase Student Awareness Regarding Attendance Levels as a Form of Professionalism

Every problem certainly raises the impact experienced by all parties organizing SFI activities, especially for students. This is due to not being able to maximize the experience gained by students. This condition is supported by a very limited implementation time of 45 days. As a result, the lower the level of student attendance, the less learning or experience is gained. To follow up on these problems, the researcher took several actions, especially those that were persuasive. This action is done by working together with the SFI group leader to keep reminding other friends through various communication platforms, one of which is the

WhatsApp Group (WAG), which contains SFI students, field assistant lecturers, and assisting teachers from schools.

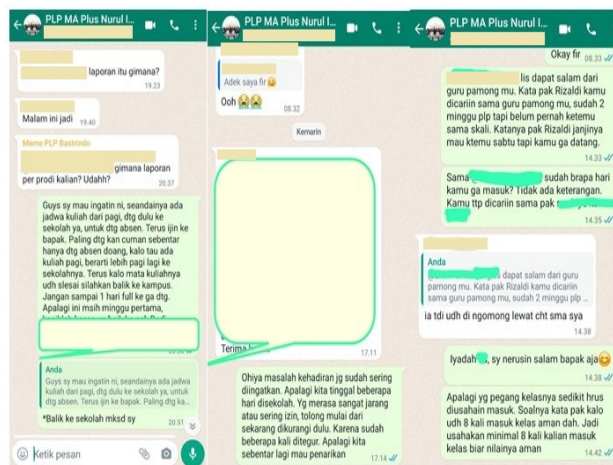


Figure 1. Forms of Persuasive Actions Taken

Based on the picture above, the researcher tries to provide case management in the form of a warning to SFI students via group messages. The warning was made so that students could pay more attention to their level of attendance at school. In addition, a warning is given so that students are responsible for their duties, not always with permission for certain reasons. Apart from group messages, researchers also often give direct warnings at school to SFI students. From the monitoring that was carried out while being given the reprimand, students who initially received permission very often but almost never came slowly began to show their progress. From those who initially only came once a week, they slowly began to come frequently, and those who were initially absent due to illness slowly came to school more often. This shows the progress of SFI students, although it is not very significant. However, this is one of the efforts made to encourage students to pay closer attention to attendance in order to foster a professional attitude as SFI students.

Table 4. Responses and Suggestions from the SFI Coordinator for Students with Minimum Attendance

Code	Feedback and Suggestions
D1	<ul style="list-style-type: none"> - It's a shame because you still can't maximize the task properly - Things that must come first are not prioritized - Lack of time management

- Every group always has problems with attendance
- Completely hand over students to tutors, because each student always has their own responsibilities with tutors
- When there is a problem, they are usually summoned and given a warning and direction.
- Sanctions related to the final grade.
- Understand duties and responsibilities while continuing to implement SFI at school.
- Must be able to maximize every opportunity that exists to gain experience in school.
- Don't make SFI a burden so you don't attend school.
- Must understand how to compile administrative tools and school-related tasks.
- Must always be compact with other SFI friends.

In addition to direct handlers in the form of reprimands made by researchers, there are also cases that researchers get from other sources, namely the SFI coordinator, who continues to monitor student attendance at school. There are a number of points explained by the coordinator regarding students who often don't even get permission. This is also often conveyed during weekly evaluations. The case handling provided was in the form of a reprimand and summons from the tutor teacher, which was conveyed to students by the coordinatorely the SFI coordinator, who continues to monitor student attendance at school. There are a number of points explained by the coordinator regarding students who often don't even get permission. This is also often conveyed during weekly evaluations. The case handling provided was in the form of a reprimand and summons from the tutor teacher, which was conveyed to students by the coordinator. In addition, there are also sanctions given to students in the form of a final assessment by the school.

This is a fairly effective treatment, especially when it comes to assessment. Considering that the purpose of taking this SFI course is not only to gain teaching experience and an introduction to the school environment. However, the purpose of taking this course is to

get the expected grades, and one way that can be done is to pay attention to attendance during the SFI process. In this way, at least students are able to improve the assessment that will be given by the school.

6. Correlation Between Student Attendance Levels and the Assessment Process of School Field Introduction Activities (SFI)

The final assessment process is one of the benchmarks for various skills or abilities that have been acquired or developed by students during the School Field Introduction (SFI) activities at MA Plus Nurul Islam Sekarbela. There are five components of the final assessment indicators in the SFI activity process, including: 1) assessment of learning devices (P1), 2) teaching practice assessment (P2), 3) learning video development (P3), 4) attitude and social assessment (P4), and 5) evaluation of final report preparation (P5). These five indicators are certainly able to represent the ability of students to participate in SFI activities for 45 days at MA Plus Nurul Islam Sekarbela. Use the following equation to calculate the total value of all these components:

$$TV = \frac{((2 \times P_1) + (4 \times P_2) + (1 \times P_3) + (2 \times P_4) + (1 \times P_5))}{10} \quad (2)$$

Information

TV : Total value

Based on the calculation process, the results of student assessments in conducting SFI activities at MA Plus Nurul Islam Sekarbela are shown in Table 5 below.

Table 5. Recap of Student Final Assessments related to SFI Activities

No	Code	SFI Assessment Indicator					Final Score (NA)
		P1	P2	P3	P4	P5	
1.	A1	88	89	89	94	86	89
2.	A2	88	89	89	94	86	89
3.	A3	88	89	89	89	92	89
4.	B1	95	89	89	92	90	91
5.	B2	92	90	90	94	94	92
6.	C1	87	89	89	91	90	89
7.	C2	80	80	70	70	90	78
8.	C3	80	80	80	70	90	79

Based on Table 5, it can be seen that students with a high percentage of attendance get a high final score. This can be seen in students with Codes B1 and B2, who are students with the highest attendance at school and get a final score in the range of 90. Likewise, students with a low attendance rate get a final score that is relatively small compared to their fellow students. This is evident in students with codes C2 and C3, who receive final scores in the 78 range. This is certainly in accordance with the estimate that the more active students are at school, the more experience they will gain, both related to administration and the implementation of learning. A high level of attendance is also certainly able to foster good communication between students and accompanying teachers from schools. Good communication will foster good cooperation so that the accompanying teacher will have more leverage in providing various information and experiences related to SFI activities in schools.

Referring to these conditions, of course, the professional attitude that exists in students will have an impact on various skills that develop and are even inherent in the students themselves. This can be reflected in the various outcomes seen during SFI activities at school. Students who have professionalism certainly tend to be more active and always try to complete every task that is assigned to them. Even when the task cannot be completed within the allotted time, he tends to feel guilty and tries to complete it as quickly as possible. This is one of the positive impacts felt by students if, from within, they have a high professional attitude while participating in SFI activities at MA Plus Nurul Islam Sekarbela.

CONCLUSIONS AND RECOMMENDATION

1. CONCLUSIONS

Based on the results of the research above, it can be concluded that professionalism towards attendance is very important for SFI students. As a prospective teacher, your attendance should be an example that can be shown to students at school. Moreover, students who carry out

the SFI process should be able to learn from now on to act professionally at school. Because attendance is one of the benchmarks that can be given by the school regarding the assessment of SFI students. Carry out the obligations and responsibilities assigned to you by the campus and the school.

2. RECOMMENDATION

SFI students are expected to be able to carry out their duties properly and improve their attendance at school. In addition, the school must be able to provide policies and guidance to students who do not carry out this SFI in accordance with the agreed-upon regulations. So that future SFI students at MA Plus Nurul Islam can carry out this SFI properly.

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