

THE DEVELOPMENT OF FIELD TEACHING PRACTICE-1 JOBSHEET FOR ISLAMIC EDUCATION GUIDANCE AND COUNSELING

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Abstract

The aim of this research is to develop a jobsheet of Field Teaching Practice – 1 (FTP-1) for students of BKPI FITK UIN SU Medan and to describe the usefull aspects of the jobsheet. This research used development design research with 4 Development Steps (Four D) namely define, design, develop, and disseminate. The data collection tools used in this research are assessment scales, inventories, interviews, documentation studies, and also focus group discussions. The research was conducted at BKPI FITK UIN SU Medan by involving 47 students in jobsheet trial activities based on random sampling. Data were analyzed using quantitative descriptive and qualitative descriptive. Quantitative descriptives are used to analyze survey data and jobsheet assessment results from expert validators and practitioners. Meanwhile, qualitative descriptive is used to analyze data obtained based on interviews, documentation studies, and focus group discussions. The results of this research indicate that the FTP-1 jobsheet developed is suitable for use based on the results of Aiken's $V > 0.63$ in the five FTP-1 program activities contained in the jobsheet. Then this jobsheet was also proven to provide benefits to students of the BKPI FITK UIN SU Medan study program, such as the implementation of FTP-1 became easy, the FTP-1 procedures became clear, the implementation of FTP-1 became practical, the results of implementing FTP-1 were satisfactory, performance during FTP-1 increased, readiness to undergo FTP-1 is helped, completion of FTP-1 tasks (reports) becomes effective and efficient. This FTP-1 job sheet should be used by the BKPI FITK UIN SU Medan study program in particular and the BK study program in general.

Keywords: FTP, Jobsheet

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Introduction

Currently, all study programs with an educational or tarbiyah background have Field Experience Practice (FTP) activities 1, 2, and 3. These three activities have their own implementation rules and demands. Likewise with the Islamic Education Guidance and Counseling study program at the Faculty of Tarbiyah and Teacher Training, North Sumatra State Islamic University (BKPI FITK UIN SU) Medan. FTP 1, 2, and 3 have their own names for the BKPI FITK UIN SU Medan study program. In this study program, FTP-1 is a physical observation activity, FTP-2, known as PLKP-S or Practice of Educational Counseling Services in Schools, is a student's practice as a guidance counselor at school by carrying out the duties and functions of a guidance counselor starting from conducting needs assessments, program creation, program implementation, program evaluation, reporting and follow-up. Then FTP-3, known as PLKP-LS or Practice of Out-of-School Educational Counseling Services, is a student activity in

carrying out the BK program outside the educational unit. PLKP-S and PLKP-LS activities are activities regulated in law relating to the duties and functions of guidance counselors or counselors. On the other hand, FTP-1 activities or school observations are observation and assessment activities carried out by students regarding schools. But it has no clear guidance in the implementation.

As a result, 87% of BKPI study program students in 2021 experienced confusion in FTP-1 practices at school. This confusion is because they don't know what to do at school because there are no clear procedures that they have to follow. Even BKPI study program students who carry out FTP-1 are asked at school to become multi-purpose staff during FTP-1. Sometimes they are asked to be picket officers, sometimes they are asked to replace teachers, and sometimes they also come to school but just sit and wait for orders from the teachers at school. This is clearly because they do not understand what they have to do during FTP-1.

With the problems that occur during the implementation of FTP-1, students need a clear and detailed guide regarding the implementation of FTP-1 so that with this guide or guidelines, students know what to do at school and the achievements that must be achieved within a certain time period (Afrianto, Dahnilyah, & Supriusman, 2018; Fitria & Fidesrinur, 2017; Hamam, Samsuar, & Arnis, 2019). For this reason, it is important for researchers to develop a FTP-1 worksheet which can later be used by students of the guidance and counseling program, in general, and the BKPI study program in particular, as a guide for organizing FTP-1 activities at school. This job sheet will provide a series of procedures that must be carried out by BKPI students during FTP-1 activities. Not only that, using job sheets provides a measurable guide to the achievements that students must achieve. In this way, their FTP-1 activities can run smoothly, based on performance and outcomes, and make a full contribution to the school (Ridwan, 2018; Tsaqib & Wiyono, 2021; Butar-Butar & Ruslan, 2018).

Method

This research used a development design with 4 Development Steps (Four D) developed by Thiagarajan (1974). The 4 Steps (Four D) development design includes define, design, develop, and disseminate. The research was conducted on BKPI FITK UIN SU Medan study program students involving 40 students as a job sheet trial using random sampling between 150 students of BKPI. The data collection tools used were assessment scales, inventories, interviews, documentation studies, and focus group discussions. Data were analyzed using quantitative descriptive and qualitative descriptive methods. Quantitative descriptives are used to analyze the results of assessment scales from expert and practitioner validators using Aiken's V Formula, then inventory results. Meanwhile, qualitative descriptive is used to analyze data collected from interviews, documentation studies, and focus group discussions.

Result and Discussion

The development of the jobsheet for BKPI FITK UIN SU Medan study program students was carried out in four stages of development known as 4D or Four D Models which were developed by Thiagarajan (1974). 4D stands for Define, Design, Development and Disseminate. At the Define stage, researchers conducted a needs analysis for FTP-1. The analysis was carried out using a survey conducted via g-form to 150 BKPI FITK UIN SU Medan study program students class of 2021. Not only that, at this stage the researcher also collected various references related to the competencies that students should have related to the program, program task analysis, and the desired program learning outcomes. In this define stage, researchers clarify student conditions regarding student competencies

related to the program, tasks and the achievements they want to achieve from the program. Data was obtained that students really need guidance in the form of jobsheet to support the achievement of the learning outcomes. Apart from that, student competence needs to be improved. One way that can be done to increase student competence in carrying out the program is to provide students with jobsheet so that they help students complete the program assignments well and the learning outcomes become measurable.

Next, in the design stage, researchers began to prepare guidelines based on student needs in implementing FTP-1. The media chosen is a job sheet that is practical and makes it easy for students to use. This is based on a series of research that has been revealed by Tsaqib & Wiyono (2021), Butar-Butar & Ruslan (2018), Prahastuti, Marniati, Rahayu, & Nashikhah (2023), Primartadi & Suyitno (2022), Sulfika (2024) that jobsheets are effective in helping students with practical learning and are based on the results of interviews and focus group discussions with students. When the media and format for the jobsheet have been determined, it is then compiled into a jobsheet as the initial product. In other words, this initial jobsheet is an initial jobsheet design based on an analysis of student needs, learning outcomes, and the format used. Furthermore, this job sheet still needs to be assessed by experts and practitioners. The experts in question are academics (lecturers) in the field of guidance and counseling who generally carry out research in the field of guidance and counseling and become supervisor for student activities. Meanwhile, practitioners are guidance and counseling teachers or school counselors on duty at schools who come from a guidance and counseling educational background and act as tutors for FTP-1 student activities at school. These criteria become a reference for researchers to determine the criteria for assessors (validators) from experts and practitioners.

The initial product job sheet consists of 5 (five) activities. Each activity is carried out at school during FTP-1. One activity is carried out for 1-3 days based on the demands of each activity which are adjusted to the student's capacity and competency. Implementation of the activities, which requires a maximum time of up to 3 days, is considered sufficient to complete each activity. If added up, 5 activities can be completed in 15 effective days in FTP-1 activities. Although it does not rule out the possibility those activities can be carried out 1 day per activity if the students can complete the program demands.

After the design stage, the researchers continued to the develop stage where the initial product job sheet prepared was assessed or validated by 16 academics and 12 practitioners who were then analyzed using the Aiken's V formula (Saifuddin, 2019). So this initial jobsheet has valid and usable results.

Experts and Practicioners Validation Result		
Activities	Aiken's V	Conclusion
1. Self-Introduction	0.91	Valid
2. Observing the physical school	0.88	Valid
3. Observing the school counseling program	0.94	Valid
4. Applying instruments in counseling field	0.94	Valid
5. Reporting the results of instruments applied	0.97	Valid

From the table above it can be seen that the Aiken's V value obtained in the self-introduction activity was 0.91 (zero point nine one), in the school physical observation activity it was 0.88 (zero point eight eight), in the observation activity of guidance and counseling services at school and the instrumentation application the same -sama obtained

a score of 0.94 (zero point nine four), and reporting activities on the results of instrumentation application was 0.97 (zero point nine seven). If you look at the Aiken's V table for 28 assessors or validators with 5 scales, an activity stage is said to be valid if it gets a minimum score of 0.63 (zero point six three). If we refer to this table, it can be concluded that the five activities in the initial product job sheet are considered valid. This means that the five activities listed on this job sheet are in accordance with the analysis of FTP-1 needs, student competencies based on the program, tasks and learning outcomes that will be achieved during FTP-1.

Even though this job sheet meets the criteria for implementing FTP-1 for students based on competencies, concepts, tasks and achievements of the program, input from practitioners and experts is still needed in order to perfect this job sheet to be even better. There are several inputs from practitioners and experts regarding this job sheet. In general, the suggestions from the validators are that students who carry out the program should not carry out observation practices like school supervisors, activities that require observation need to be carried out in a structured manner and the steps and stages are explained in the job sheet. Not only that, in instrumentation application and report activities, students really need to ensure their competence in carrying out administration of the use of instrumentation in BK and reporting ethics. Furthermore, there are no crucial suggestions regarding the substance of activities. Inputs from validators regarding procedures for improving the implementation of the activities. So at this stage, the initial product job sheet is refined again to obtain the final jobsheet.

Validators' Recommendation

Validator Code	Activities					Conclusion
	I	II	III	IV	V	
11	Asking permission to the school with supervisor	Adding extracurricular aspect	Need manual guide	Instruments guide in using	Report form	The jobsheet can be used directly
13	Clear information about FTP-1	Find the potential infrastructure in school	Find the potential school counseling program	Instrumens guide in using	Report steps	the jobsheet can be used with a little
16	-	Observe the school environment	-	-	-	The jobsheet can be used directly
17	-	-	Prepare the document	-	-	The jobsheet can be used directly
19	Need the practice flow	Add the infrastructure to the school counseling program	-	Add the media in school counseling program	-	The jobsheet can be used directly
21	Students must tell the jobsheet in first meeting	Describe the school's sociographic and enviroment	Focus on the suitability to the standar school counseling program	Students have to be skilled in administering the instruments	Collaboration between student, supervisor, and headmaster	The jobsheet can be used directly
24	Explain the stakeholder involved	Infrastructure and counseling room must be synchronized	Add 'School Counseling Program'	Instrument guide in using	Reset the time of field practice to the report	the jobsheet can be used with a little

25	MoA form between studen, supervisor, and school	-	-	-	-	The jobsheet can be used directly
26	Doing pra-observation	Add the history of the school	Discussion activity about the new school counseling program form	Discussion activity about the school's situation and condition	-	The jobsheet can be used directly

Once it is corrected and the final or final jobsheet is obtained, this final or final jobsheet becomes a jobsheet that is suitable for use by BKPI FITK UIN SU Medan study program students. This job sheet is equipped with a syllabus of activities and implementation procedures for each stage of activities. So that way, students can use the jobsheet easily, effectively and efficiently.

Field Experience Practice (FTP) among students is a series of academic activities that they are required to go through. This is actually to prepare them for life in the real world of work. With FTP, students gain structured experience related to the job description they will undertake once they graduate from college (Adi, 2015; Yusuf & Dwijayanti, 2019). Not only that, students also gain insight into being able to predict problems that might arise in the world of work and what strategies can be used to solve these problems. So that in the world of work, when facing certain problems, students will be used to planning problem solving because they have gained experience during FTP (Fitria & Fidesrimur, 2017; Hamam, Samsuar, & Arnis, 2019; Samsuar, Hamama, & Hallaby, 2019).

FTP is also a gateway where students become professionals in their fields. With FTP, students begin to train to become professionals by applying all the competencies and skills they have been taught in college. Their level of professionalism will later become the difference between one graduate and another (Silaban, Priyanti, Simamora, & Sebayar, 2022). FTP will teach students professional boundaries and practical practices in their world of work. So that students avoid malpractice behavior when pursuing their future profession (Meha & Bullu, 2021).

Even though FTP is designed by each university to provide provisions for students to become professionals at work, the implementation of FTP does not correlate positively with the desired FTP objectives, for example in the implementation of FTP-1 in the BKPI FITK UIN SU Medan study program. The implementation of the program is running as it is, the absence of clear guidance or guidelines, minimal guidance, assignments that are not in accordance with competency demands, and a series of other problems means that the program does not make BKPI study program students ready to carry out their duties as guidance counselors or counselors. school. In this way, the implementation of the program so far has not been effective and efficient in terms of the achievement of the learning outcomes (Susanti, Kadir, & Said, 2019; Sholekah, Utomo, & Astuti, 2021; Samsuar, Hamam, & Hallaby, 2019 ; Oktarina, 2021).

The implementation of FTP-1 which is running as it is is actually normal because the mentoring process is not going well (Setianti, Widyani, Hartati, & Rahman, 2022). Aspects that are prerequisites for mentoring are not fulfilled so as a result the mentoring process does not run as it should. The mentoring process requires a supervisor, students being supervised, and guidance materials. In the supervisor aspect, the study program has determined the supervisor and students who have the right to undertake the program. However, in the material aspect of guidance, supervisor lacks mastery (Fitria & Fidesrinur, 2017). Because the guidance material involves all aspects surrounding the program that will take place and pre-existing field conditions. It is appropriate for supervisor to provide

80%-90% of the program guidance and information and be completed by tutors from the school (Hamam, Samsuar, & Arnis, 2019; Imran, Almusharraf, Abdellatif, & Ghaffar, 2024).

The implementation of FTP-1 for BKPI FITK UIN SU study program students in particular also experienced many obstacles. Obstacles can come from the students themselves, from outside, from the time of implementing it, from teaching materials, learning media, and also the school. The problems and obstacles experienced by these students are very complex and require serious handling (Imran, Almusharraf, Abdellatif, & Ghaffar, 2024). If the problems faced by students are not addressed as soon as possible, this will have an impact on the profile of study program graduates who are incompetent and unprofessional (B, Syamsudduha, & U, 2019).

Not only that, implementing an activity program as important as FTP-1 running as it is without standard guidelines is a problem that has an impact on the lack of student competence and skills. This is because the learning program is one of the important courses in every study program. If to understand only theoretical lecture material, students need reference books or handbooks or guidebooks as a source of knowledge, then of course practical guidelines are also very necessary. Unfortunately, the ongoing program, including this program, in various study programs with an educational background does not have clear and structured guidelines. In fact, the program should have guidelines that suit the needs in the field.

The absence of clear guidelines creates problems in schools. The bad image of FTP students becomes a black shadow for every study program when the school makes comments that are dissatisfied with the profile of study program students. This is because students themselves are not mentally prepared for the program, not ready to face students in class and at school, especially in designing learning or guidance and counseling services. In fact, ongoing activities tend not to be in accordance with the expected competency demands. The implementation of the program becomes monotonous, just replacing teachers teaching in class, guarding picket tables, punishing students, completing school administration, all of which are actually not the purpose of the activities.

With various activities outside the objectives of the program, it closes the possibility for students to be creative during the program. The creativity that they should be able to develop is hampered because the focus of implementing it is outside the objectives of implementing it. For this reason, students are increasingly unskilled, incompetent and unprofessional according to the expectations of the study program through the program. Because students' skills, competencies and professionalism are influenced by the students' own readiness in carrying out.

The ineffective implementation of the program makes students' motivation to undergo FTP low. When students undergo the program, they become unenthusiastic, lackluster, and tend to be what they are (Hamam, Samsuar, & Arnis, 2019). Even if it is possible not to attend the program, students intend not to attend. This is because the experience they got did not make them want to undertake it seriously. Especially when the supervisor and tutors at school make many unrealistic demands.

There are also many problems with supervisor and civil servants in schools. supervisor should build coordination with the school, especially student officials. With good coordination, students can avoid exploitation by tutors at school. Coordination also allows students not to become victims of illegal levies from school officials who require students to be allowed at school with certain rewards or prizes. In fact, coordination between supervisor and civil servants is very important for the realization of cooperation in order to achieve the expected goals. Because each FTP has different goals which need to be socialized to the school and especially the tutor teachers. supervisor is the party most responsible for delivering the ongoing program and the limits.

For this reason, one of the efforts to achieve the desired FTP-1 learning outcomes and avoid problems that occur around it, the implementation of its process needs to be perfected. One of the things that can be done to improve the effectiveness of implementing it is to prepare a framework or jobsheet for students. With the existence of a jobsheet, students can carry out learning program activities in a structured manner based on competency demands in the activities. Jobsheet was chosen based on various literature studies which stated that they support student performance in practical activity courses. Jobsheets are the most relevant learning media for practical courses compared to others. The effectiveness of job sheets in learning has been widely discussed (Butar-Butar & Ruslan, 2018; Fakhri & Abdurrahman, 2016; Tsaqib & Wiyono, 2021). Job sheets can improve teachers' competence in teaching. This is because teachers obtain autoguidance in the process of teaching in class. With autoguidance teachers don't need to worry about the teaching process because the learning steps to be implemented have been explained in detail.

The effectiveness of the jobsheet can also be seen in the practical implementation process. Practice for students who have job sheets becomes effective and efficient (Tsaqib & Wiyono, 2021). This is seen from the process of implementing the practice in accordance with the job sheet directions, including the implementation of FTP-1 which is carried out by all students. Even with the existence of a job sheet, students are able to predict a series of tasks or academic loads that they must complete during the process. Reporting activities are timely and students are protected from academic procrastination and academic stress. This is because the work on the report as an academic requirement has started at the beginning of the program, not at the end of it.

Students who are unprepared for undergoing FTP-1 are greatly helped by this jobsheet. This was also confirmed by Imran, Almusharraf, Abdellatif, & Ghaffar (2024) where the job sheet makes students skilled in carrying out teaching practice or FTP. With the jobsheet, students really know what must be prepared to undergo a series of FTP-1 activities, nothing Again, the term trial and error is because all assignments and activities are clearly stated in the job sheet. In fact, the jobsheet also increases students' motivation for the program. When the program ends, students want it not to end as quickly as stated in their jobsheet. They wanted to take longer because the experience they had was extraordinary during the program with the help of the job sheet. They practiced professionally, received positive recognition from the school, and the work on the assignments (reports) became easy to complete. So the students said there was no problem if the program was continued next. What students convey when using the jobsheet is a form of their activeness in engaging in practical learning activities. Indeed, jobsheets can increase students' tendency to be more active and improve student learning outcomes.

In order to improve learning outcomes, jobsheets are very effective in improving learning outcomes. Research conducted by Sulfikar (2024) concluded that job sheets improve learning outcomes. Practical learning should actually use job sheets because the job sheets provide practical implementation procedures and describe the expected results. Through the job sheet, every student who undertakes FTP-1 can know the procedures for implementing it and avoid other activities that are not correlated with the programs. That way, students become focused on implementing the program, carrying it out with seriousness, steadfastness, clarity of mind, and clear goals so that it is natural for students to get optimal learning results.

It doesn't stop here, jobsheets can even improve students' literacy skills when implementing the program (Tsaqib & Wiyono, 2021). Students who do the program without a jobsheet tend to undergo it as is, to the extent that students understand from the supervisor explanation. On the other hand, students who carry out the program with jobsheet assistance know a series of procedures and media and tools needed, including

reading materials that need to be studied and studied as a condition for implementing the program activities in jobsheet procedures (Sulfikar, 2024). If the activity requires an understanding of something, the job sheet will explain the reading material that students need to study. The students will use the reading material to study and study before carrying out work practices in the jobsheet procedure. Without realizing it, this actually increases students' literacy skills. Students become active in looking for the necessary reading materials and also know exactly which reading materials are urgent to master during practice.

Students' increased literacy skills through the use of the jobsheet also make them active learners during the practical learning process at school. Active learning is a series of learning designed by lecturers to actively involve students in cognitive, affective and psychomotor aspects. The existence of the jobsheet has succeeded in making students active learners (Riyanti, Arrafat, Kurniawan, Kurniawan, & Gifari, 2023). This is because their cognitive abilities improve, not just knowing the concept of FTP-1 but reaching the stage of analyzing and evaluating the implementation of the program. This analysis and evaluation process is ultimately able to provide students with the opportunity to create a work system that can be implemented later when they graduate from college and enter the world of work. This increase in cognitive abilities as active learners provides students with higher order thinking skills (HOTS) learning.

In the affective aspect, students are not only able to accept the implementation of program as a graduation requirement at university but can also appreciate the work values and culture that occur during the program. Students really understand what the world of work is like when they graduate. Furthermore, in the psychomotor aspect, students also experience the world of work with natural activities (naturalization). This is because the the program they undergo provides training that makes them become professionals. Students are active learners in the cognitive, affective and psychomotor domains, this occurs because the implementation of the program runs smoothly, effectively and efficiently with the help of job sheets. For this reason, job sheets have a very positive impact on the implementation of the program and student abilities.

Students' abilities increase not only in carrying out FTP-1 but also in completing its assignments and demands. Jobsheets really provide a real picture of what reports they have to complete. This real picture concerns the completion time, administration that must be completed, reporting form, and the parties involved in completing the program report. The report does not deviate from the expected competency achievements of the program. The impact is that students' results with the help of job sheets really match the expectations of the program (Afrianto, Dahnilyah, & Supriusman, 2018).

The existence of the jobsheet not only increases the effectiveness and efficiency of FTP-1 itself, apart from making it easier and helpful for students, the jobsheet is also felt to be useful by supervisor (Hasri, 2021). The supervisor really has an idea of what students need to prepare to undergo the program. Supervisor understands that the mentoring process must be carried out accurately. Through job sheets, descriptions of supervisor tasks and work are explained in detail, the mentoring topics are in accordance with the needs of the program carried out by students at their respective schools. So that supervisor work is made easier with the jobsheet (Ridwan, 2018).

Apart from that, the jobsheet also provides objective assessment standards (Fakhri & Abdurrahman, 2016; Prahastuti, Marniati, Rahayu, & Nashikhah, 2023; Primartadi & Suyitno, 2022; Purwanto & Susanto, 2021). The assessment system carried out by supervisor is clear and the assessment percentage is accurate. This really helps supervisor to provide assessments to students and supervisor is also helped to convey the academic demands of the program for students to understand and complete. The assessment standards are not only carried out by the supervisor but also by the school, especially the

civil service teachers. The school does not exploit students to work outside of the specified activities and most importantly, students are protected from individuals who abuse them program permits with conditions of certain rewards or payments.

For these reasons, the use of the jobsheet is very useful for increasing the effectiveness and efficiency of the FTP-1 program, preventing students from various problems, helping supervisor carry out the guidance and assessment process, and providing a clear picture for the school, especially the principal and tutoring teacher related to student practice.

Conclusion

The jobsheet for BKPI program students developed is suitable for use. This is based on the results of assessments from expert validators and practitioners where each activity is at > 0.63 based on the Aiken's V formula for each activity. This shows that the program activities contained in the jobsheet have a correlation with the objectives of the implementation program. Not only that, this jobsheet has also proven to be effective and efficient for students, supervisors, civil servant teachers and also the school. Through the use of jobsheets, students carrying out the program become easy, procedures become clear, implementing it becomes practical, the results of implementing it are satisfactory, performance during the program increases, readiness to undergo the program is helped and completion of program to be effective and efficient. On the other hand, supervisor and tutor teachers also feel the impact of the jobsheet as the mentoring process becomes structured, directed and planned. Likewise, tutors at schools understand what things need to be prepared to help students with the process. This jobsheet should be used by all students of the guidance and counseling study program, especially the BKPI program, in all universities that have this study program. In this way, implementing FTP-1 activities will prepare students to become prospective guidance and counseling teachers or professional counselors.

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