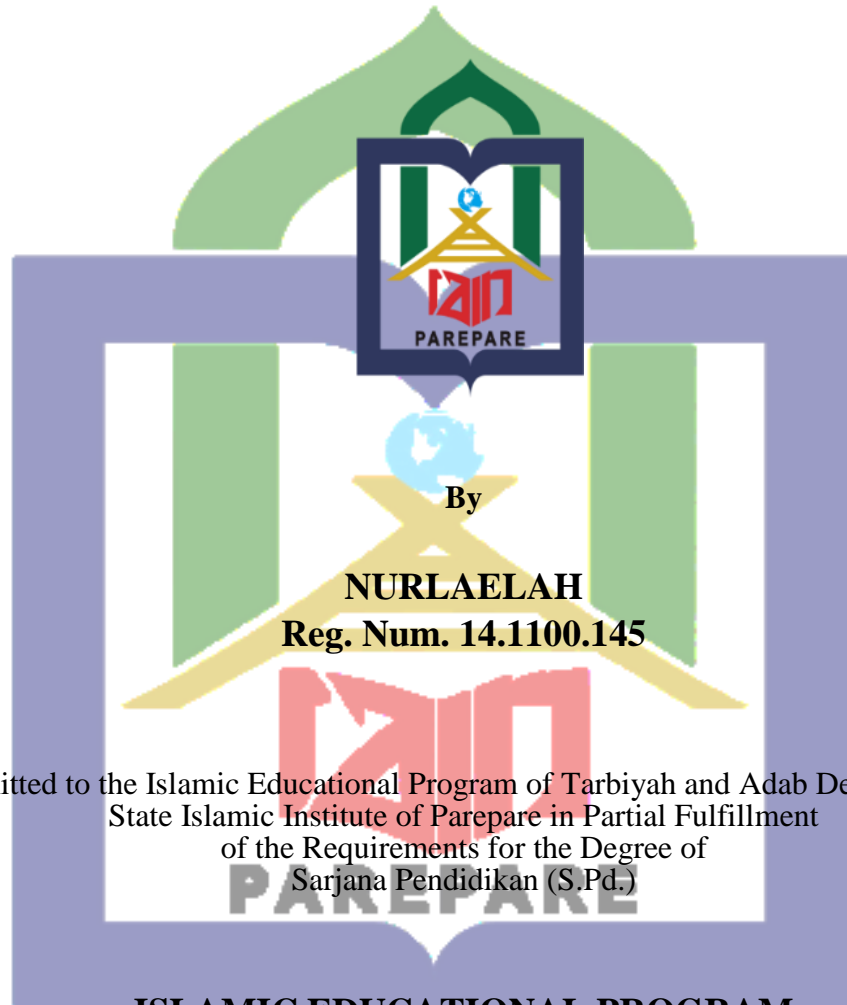


**THE INFLUENCE OF TEACHER GUIDANCE TOWARDS
THE STUDENTS' TEACHING SKILLS OF FIELD
EXPERIENCE PRACTICE (PPL) OF ISLAMIC
EDUCATIONAL PROGRAM
AT IAIN PAREPARE**



2018

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THE STUDENTS' TEACHING SKILLS OF FIELD
EXPERIENCE PRACTICE (PPL) OF ISLAMIC
EDUCATIONAL PROGRAM
AT IAIN PAREPARE**



By

NURLAELAH
Reg. Num. 14.1100.145

Submitted to the Islamic Educational Program of Tarbiyah and Adab Department of
State Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

**ISLAMIC EDUCATIONAL PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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EDUCATIONAL PROGRAM
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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

Islamic Educational Program

Submitted by

NURLAELAH

Reg. Num: 14.1100.145

to

PAREPARE

**ISLAMIC EDUCATIONAL PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

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SKRIPSI

**THE INFLUENCE OF TEACHER GUIDANCE TOWARDS
THE STUDENTS' TEACHING SKILLS OF FIELD
EXPERIENCE PRACTICE (PPL) OF ISLAMIC
EDUCATIONAL PROGRAM
AT IAIN PAREPARE**

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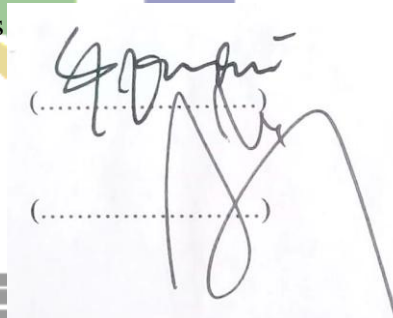
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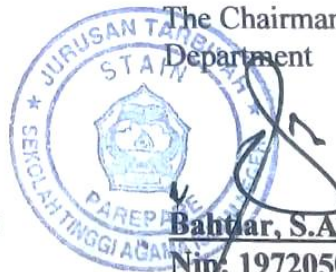
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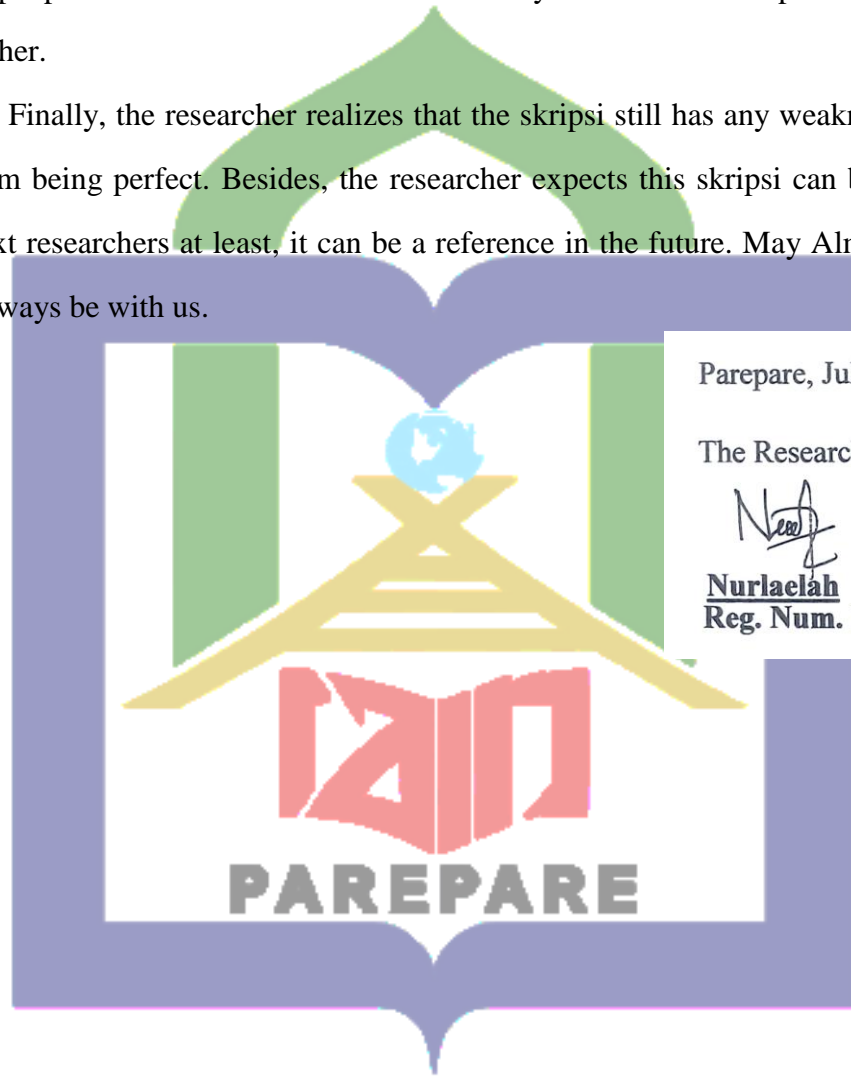
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Parepare, July 17th 2018

The Researcher

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Students' Teaching Skills of Field Experience Practice
(PPL) of Islamic Educational Program at IAIN
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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, July 17th 2018

The Researcher



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ABSTRACT

Nurlaelah. *The Influence of Teacher Guidance towards the Students' Teaching Skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare* (Supervised by Saepudin and Ismail).

Teacher guidance is a person who plays an important role in the implementation of Field Experience Practice (PPL). Teacher guidance as an educator who served and take care of the students of Field Experience Practice (PPL). In any case, the teacher guidance as for the supervisor in the classroom who take care more attention to the factors that influence the students' teaching skills of Field Experience Practice (PPL). In this case, the researcher found that the teacher guidance does not fully affect the quality of the students' teaching skills of Field Experience Practice (PPL). The objective of this research is to know whether teacher guidance influences the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational program at IAIN Parepare.

The researcher used quantitative research with analysis of the simple linear regression. Which looking for the influence of two variables. There were teacher guidance as variable X (Independent Variable) and the students' teaching skills of Field Experience Practice (PPL) as variable Y (Dependent Variable). The students of Field Experience Practice (PPL) of Islamic Educational Program were the population which consists of 140 students. Random sampling was the technique to take the sample. The total of the samples consists of 69 students. The instrument was the questionnaire.

The result of the calculation of $r_{count} = 0.376 \geq r_{table} = 0.236$ for level of significance 0.05 which meant that H_0 was rejected. The result of the regression equation was $Y' = 110,549 + 0.656 X$ that showed the value of variable X was positive. The result of this research showed that there was the positive and significant influence of the independent variable to the dependent variable in statistical analysis where the statistical t_{count} (3.324) was greater than t_{table} (1.996) and the value of sig. variable teacher guidance = 0.000 < 0.05 by using program *IBM SPSS 21 for Windows*. The researcher concluded teacher guidance influences the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare. By calculating the value of coefficient determination (R^2) was 0.142. It meant teacher guidance contributing to the students' teaching skills of Field Experience Practice (PPL) was 14.20% and another 85.80% was affected by the other variables which not observed in this research.

Keywords: Teacher Guidance and the Students' Teaching Skills of Field Experience Practice (PPL)

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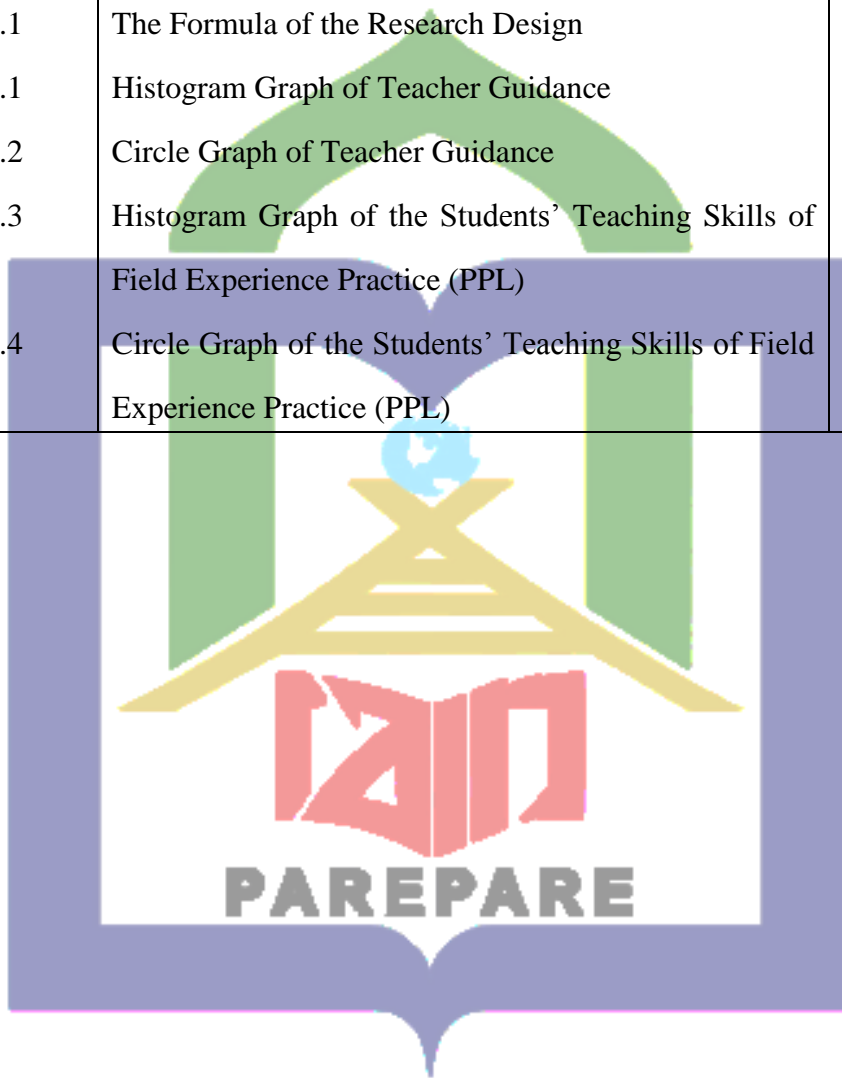
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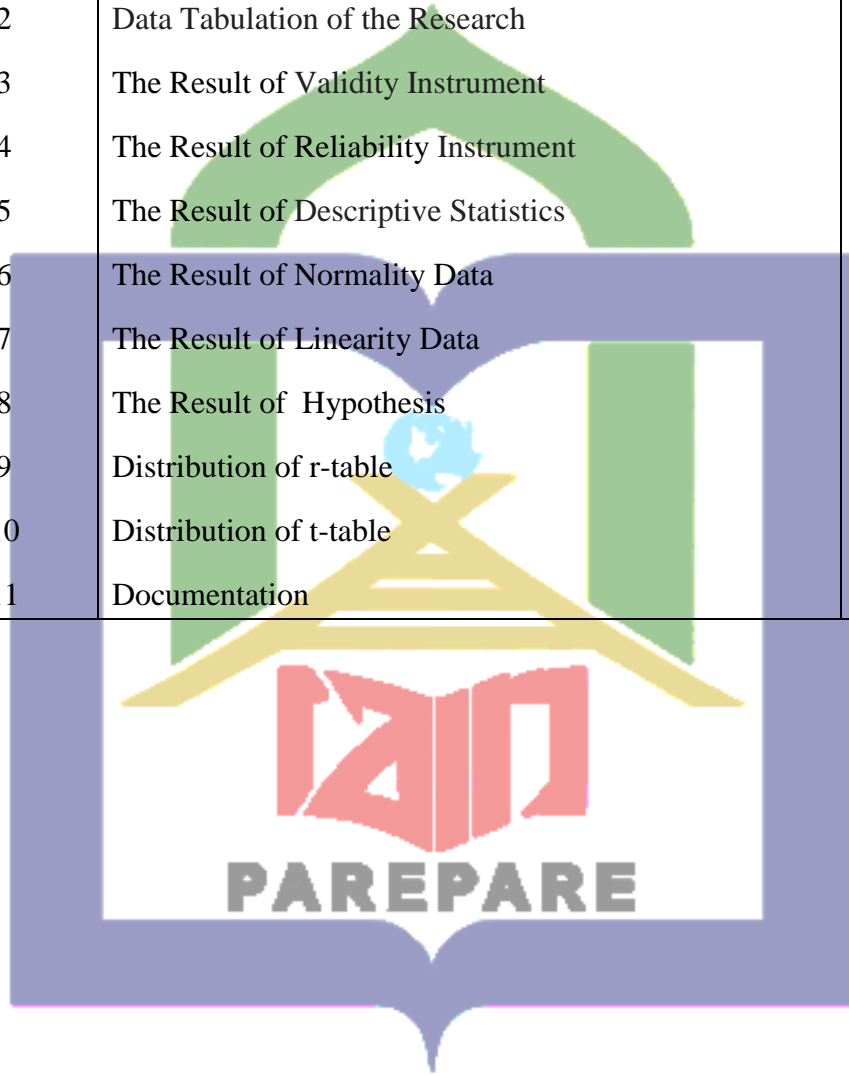
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CHAPTER I

INTRODUCTION

1.1 Background

The development of Human Resources (HR) is the determinant of the successful national development. The national development of Indonesia is essentially building a complete Indonesian man. It means that development goals in Indonesia are not only in the form of facilities but also the quality of Human Resources (HR). One way to improve the quality of Indonesian Human Resources (HR) is through education.¹

Education is the pillar of the nation's upholding, by education the nation will be upright able to maintain its dignity. Based on the general provisions of Law No. 20 article 1 of 2003 on National Education System, states that:

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed by him/her, society, nation and state.²

Improving the quality of educational processes and outcomes is always sought, researched and pursued through various components of education. National education that aims to:

“Educating the nation and developing the Indonesian people as a whole, the people who believe and pious to God Almighty, virtuous noble character,

¹Dea Natalia S, “Pengaruh Micro Teaching Dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa PPL FKIP UNS Surakarta,” <http://jurnal.fkip.uns.ac.id/index.php/ekonomi/article/view/2095/1533> (Accessed on February 6th 2018)

²Departemen Agama RI, *Undang-undang dan Peraturan Pemerintah tentang Pendidikan*, (Jakarta: Direktorat Jenderal Pendidikan Islam, 2006), p. 5.

possessing the knowledge, and skill, healthy physical and spiritual, personality steady independence, and have a sense of responsibility to society and nation”.³

Teachers as one of a component of education is a person who willing to devote most of his time to teach and educate the students. A teacher is a person who teaches esp. in school.⁴

According to Imam Al-Ghazali as quoted by Ngainun Na'im it is said that:

The main task of a teacher is to perfect, cleanse, and purify and bring the human heart to get closer to Allah swt.⁵

The purpose of National Education can be achieved if the teachers have professional skills, so they can carry out their teaching duties well. In teaching the necessary skills are needed to smooth the learning process effectively and efficiently. It is a very important capital that a teacher must have in teaching.

Accordance with the educational objectives, Tarbiyah and Adab Department is one of the majors at State Islamic Institute (IAIN) Parepare environment which aims to prepare professional teachers in madrasah and public schools with an Islamic orientation,/ and prepare researchers in the field of education and language. This goal can be achieved if done in a professional manner, by giving the students a set of knowledge and experience, both theoretically and practically. Theoretical experience has been given through the lecture system with various sciences, while practically given through field practice activities.⁶

³Departemen Agama RI, *Undang-undang dan Peraturan Pemerintah tentang Pendidikan*, p. 8-9.

⁴Oxford, *Oxford Learner's Pocket Dictionary; Fourth Edition*, (New York: Oxford University Press, 2008), p. 455.

⁵Ngainum Naim, *Menjadi Guru Inspiratif*, (Yogyakarta: Pustaka Pelajar, 2011), p.17.

⁶Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, *Buku Panduan Praktik Pengalaman Lapangan (PPL)*, (Parepare, 2011), p. 1.

Field Experience Practice (PPL) is an academic program of Tarbiyah and Adab Department that must be followed by all of the students. In practice, the students must take a PPL Theory course with two credits as a requirement to take Field Experience Practice (PPL) course with four credits conducted particular schools as the first step to become a teacher. Generally, this activity aims to give the real experience and expand the student horizons in the formation of pedagogic, professional, personal, and social competencies as prospective educators as well as education personnel in madrasah and schools, which include skills in the process of learning and educational insight adequately.

Field Experience Practice (PPL) is the culmination point from all of the educational programs that must be experienced by students of education at State Islamic Institute (IAIN) Parepare. Therefore, Field Experience Practice (PPL) can also be interpreted as one of the training arenas to apply various knowledge, attitude, and skill in the formation of the professional teacher. As a professional task developer, a teacher is required not only to know and understand his duties, but be able to carry out the task. The essence given to this program is to prepare the prospective developers of these tasks to be able to carry out their duties properly.

Activities undertaken by students is part of intra-curricular that carried out including teaching and non-teaching practice in a guided and integrated as the requirement of the formation of the profession of the teacher intact and integrate. Therefore, the students are ready to independently develop the task as a teacher after completing his education.

In the implementation of Field Experience Practice (PPL) the responsibility for guiding and directing the students in the schools are the lectures (DPL) and

teacher guidance. The lectures have a theoretically directive sphere while the teacher guidance guides the students based on his competence.

From several research reviews, the highly effective lecture and teacher guidance will have positive implications for Field Experience Practice (PPL) activities, which will improve the students' teaching skills. The role of the teacher guidance in providing guidance and direction related to learning process skills can influence the students in implementing of Field Experience Practice (PPL). With guidance from the teacher guidance, the students can improve and motivate themselves in the implementation of Field Experience Practice (PPL). Conversely, if teacher guidance does not perform their duties properly, then the achievements and initial experience obtained by students as prospective teachers will be less. In essence, the role of teacher guidance is one of the most important factors in the success of the students in Field Experience Practice (PPL).

Preliminary observations done by the researcher that implementation of Field Experience Practice (PPL) in 2017/2018, there are many obstacles that are faced, for examples, when following the activity of Field Experience Practice (PPL), there is still a lot of students who follow the lectures on campus, so reducing the concentration, the students have not deepened their role in teaching practice. It is caused when taking the PPL Theory course is less maximized by students.

Constraints generally experienced by students is the lack of guidance by teacher guidance against the students at the time of Field Experience Practice (PPL) execution, such as when guided teaching practice is not given guidance that conceptualized so that students are still confused and even difficulty in terms of delivery and mastery of the class. There is also teacher guidance who only at the

beginning of the course provides guidance and direction, then release the students without any guidance and further guidance on the material and implementation of learning in the classroom, it is worse there are the students who teach subjects that are not in accordance with the field.

This is certainly very influential on the students in teaching in the classroom. Moreover, most of the teacher guidance use the presence of Field Experience Practice (PPL) students to replace their duties without providing guidance to the students and do not follow the procedures and provisions that are forthcoming in Field Experience Practice (PPL) implementation manual.

Based on the problem above, the researcher wants to know the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) and the researcher takes the title of her research "The Influence of Teacher Guidance towards the Students' Teaching Skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare".

1.2 Research Question

Regarding with the background above the researcher would like to formulate the problem statement as follow:

"Is there any influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare"?

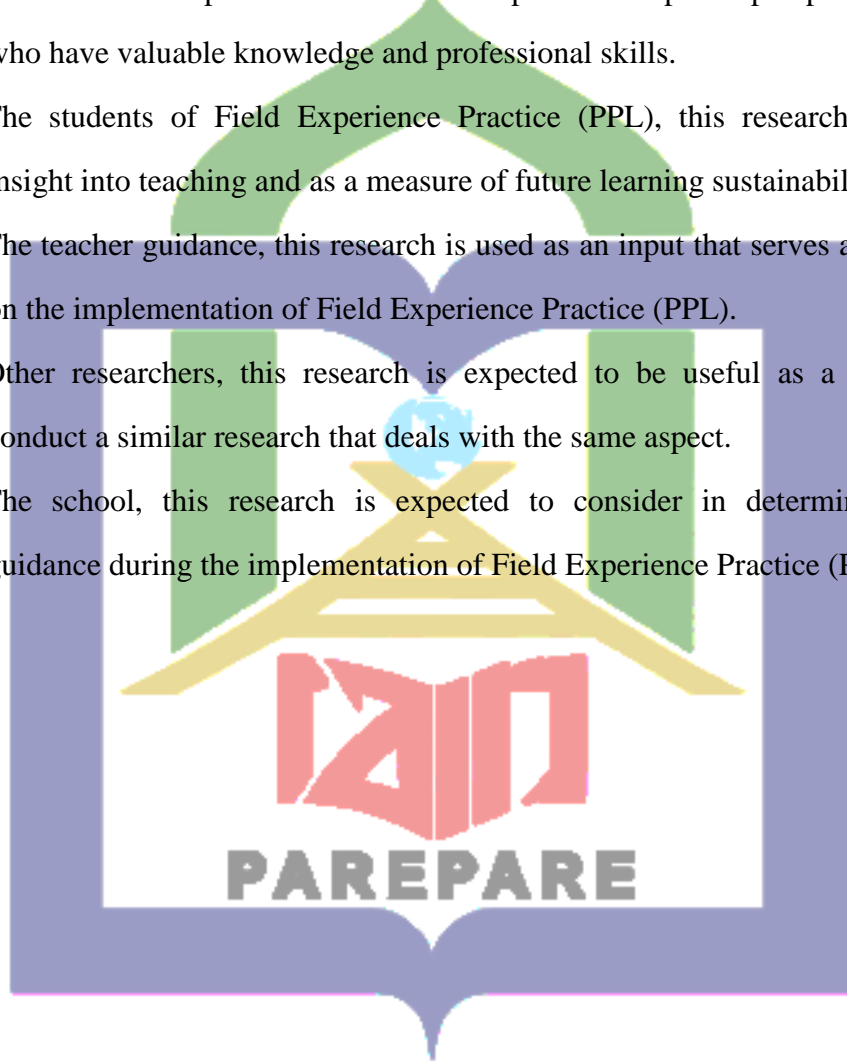
1.3 Objective of the Research

In relating the problem statement above, this research is aimed to finding out whether is there any influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.

1.4 Significance of the Research

The significance of the research is expected to be useful for:

- 1.4.1 Tarbiyah and Adab Department, this research is expected to be a consideration to maximize the potential of students to produce output or prospective teachers who have valuable knowledge and professional skills.
- 1.4.2 The students of Field Experience Practice (PPL), this research to increase insight into teaching and as a measure of future learning sustainability.
- 1.4.3 The teacher guidance, this research is used as an input that serves as a feedback on the implementation of Field Experience Practice (PPL).
- 1.4.4 Other researchers, this research is expected to be useful as a reference to conduct a similar research that deals with the same aspect.
- 1.4.5 The school, this research is expected to consider in determining teacher guidance during the implementation of Field Experience Practice (PPL).



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Concept of Teacher Guidance

In this explanation of the concept of teacher guidance as for the first variable of this research which has content; the definition of teacher guide, the requirement to be a teacher guidance, and the duties of teacher guidance.

2.1.1.1 Definition of Teacher Guidance

Teacher according to Big Indonesian Dictionary means the person whose job, his livelihood, his teaching profession.¹

According to Law No. 14/2005 on Teachers and Lecturers article 1, paragraph 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating the students in early childhood education formal education pathways, primary and secondary education.²

Based on the description, it means that a teacher is a person who has professional skills in teaching.

While the pamong according to New Contemporary Dictionary means nanny, caretaker, teacher (educator).³

¹Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: PT Gramedia Pustaka Utama, 2013), p. 469.

²Departemen Agama RI, *Undang-undang dan Peraturan Pemerintah tentang Pendidikan*, p. 83.

³Kartoredjo, *Kamus Baru Kontemporer*, (Bandung: PT. Remaja Rosdakarya, 2014), p. 270.

Based on the explanation about the teacher and pamong, it can be understood that teacher guidance is educators who served to help and take care of the students of Field Experience Practice (PPL).

In Field Experience Practice (PPL) Handbook State Islamic College (STAIN) Parepare explained that:

Teacher guidance is a teacher of research at school/madrasah practice proposed by the principal/madrasah to Head of Department in accordance with the field of research that he has and a minimum level of undergraduate degree (S1).⁴

2.1.1.2 Requirement to be a Teacher Guidance

Teacher deserves to be a teacher guidance if meets the following requirements:

1. Graduate S1 and Teacher Training.
2. Having experience as a teacher of study subject in school/madrasah continued minimum four years or minimum qualified group II/b.
3. Willing to carry out the tasks in accordance with the provisions of Field Experience Practice (PPL) with the best.
4. Assigned by the principal/madrasah concerned.
5. Having a flexible personality and becoming an example for the students of Field Experience Practice (PPL) in the implementation of mentored and self-directed training.⁵

⁴Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 9.

⁵Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 7.

2.1.1.3 The Duties of Teacher Guidance

The duties of the teacher guidance in accordance with the guided practice of Field Experience Practice (PPL) of State Islamic College (STAIN) Parepare as follows:

1. To give direction to the students to know the situation and condition of school/madrasah (observation).
2. To guide the students in making Learning Plans (RPP).
3. To set the schedule for the students teaching implementation (teaching practice).
4. To organize the division of students assignments in academic and extra-curricular activities.
5. To conduct the evaluation of students (to assess).⁶

Based on the duties of teacher guidance above, it can be detailed into several points as follows:

1. In observation there are several of the duties of teacher guidance such as 1) explaining to the student about the task and behavior of a teacher, 2) helping the students to plan the activity non-teaching, 3) guiding the students to introduce the others students, teachers, and official, 4) introducing the student to students, 5) giving the explanations to students regarding routine issues and the rule in the classroom, and 6) assessing the students at the time of observation.
2. In making Learning Plans (RPP) there are several of the duties of teacher guidance such as 1) giving Syllabus to the students as a material to be

⁶Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 7.

developed, 2) explaining to the student of the component that must be in Learning Plans (RPP), 3) helping the students to determine, prepare, and use learning media, 4) giving the students a package book to guide in teaching, and 5) helping the students to summarize teaching skills and assessment.

3. In teaching practice there are several of the duties of teacher guidance such as
 - 1) limiting the student's teaching schedule in a week, 2) in teaching guided the teacher is in the classroom, 3) helping the students in teaching and learning process the classroom, 4) providing the follow-up about how to teach the students, and 5) discussing with the lectures related how to teach students.
4. Organizing the student assessment within academic and extracurricular activities.
5. Assessing guided and self-directed the students.

2.1.2 The Concept of Basic Teaching Skills

Learning is a process of interaction between the students with the environment, so there is a change in behavior to a better direction. Muhammad Salahuddin Ali Mujadir,⁷ said that:

أَمَّا التَّدْرِيسُ فَهُوَ عَمَلٌ (رَسْمِيٌّ) أَوْ نَشَاطٌ يُمَارَسُ بِقَصْدِ تَهْيِئَةِ أَعْظَمِ فُرْصَةٍ لِلْمُتَعَلِّمِ كَيْ يُرَبِّي. فَهُوَ أَسْلُوبٌ اِجْتِمَاعِيٌّ أَوْجَدَتْهُ حَاجَةُ الْمَجْتَمَعِ لِلِاِضْهَامِ فِي تَرْبِيَةِ الصِّغَارِ، بِمَا يَحَقِّقُهَا مَالًا الْمَجْتَمَعِ فِي أَفْرَادِهِ.⁷

Based on this understanding, it can be said that learning is the assistance given to the students doing by the teacher,⁷ so that students can learn well in acquiring knowledge, mastery, skills, and improvement of attitude or character and belief to the

⁷Muhammad Salahuddin Ali Mujadir, *Tadrusul Lugatul Arabiyah* (Kuwait: Darul Qalam, 1974), p. 37.

students to the knowledge gained. Learning can also be said as a process of teaching the students so that students are motivated to want to learn.

Learning as a process involving various related elements. Therefore, to create the effective learning, it takes a variety of teaching skills. Rusman explained that basic teaching skills were basic and specific forms of behavior that must be possessed by teachers as initial capital to carry out their learning tasks in a planned and professional.⁸

While Wina Sanjaya says “that skill at a glance can distinguish which professional educators and non-educators. It's the same as a doctor's skill in using a syringe, or a surgeon using his scalpel. It's hard to say that he's a doctor, it cannot use syringes, or cannot write a prescription. These skills are skills inherent to the profession as a result of the educational process organized by a particular educational institution.”⁹

From several definitions, it can be concluded that basic teaching skills are a professional competence that must be owned by a teacher, so that the learning process goes according to what is expected. With teaching skills, the teachers are expected to optimize their role in the classroom. It is in line with what is contained in Q.S An-Nahl/16: 125

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Translation:

Call (humankind) into the path of your Lord with wisdom and good lessons and dispute them in a good way.¹⁰

⁸Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, (Jakarta: PT. Raja Grafindo Persada, 2014), p. 80.

⁹Wina Sanjaya, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana, 2006), p. 155.

¹⁰Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, (Bandung: CV Diponegoro, 2012), p. 281.

Basic teaching skills consist of eight skills as follows:

1. Set Induction and Closure
2. Explaining
3. Questioning
4. Variation Stimulus
5. Reinforcement
6. Classroom Management
7. Small Group and Individual Teaching
8. Guiding Small Discussion¹¹

2.1.2.1 Set Induction and Closure

Set induction is an activity undertaken to open the learning process and effort to create a pre-condition for students so that their mental or attention is centered on what will be learned, finally will have a positive impact on learning activities.

Uzer Usman says “What is meant by set induction is the effort or activity undertaken by the teacher in teaching and learning activities to create pre-condition for the students so that the mental and focused attention to what will be learned so that the business will give positive effect to learn activity.

While closure activities is a skill to summarize the core of the lesson at the end of the learning activity by reiterating the lesson points.¹² The closure as an activity undertaken by the teacher at the end of learning by providing a comprehensive picture of concepts that students have learned, knowing the level of achievement of students, and the success rate of teachers in the learning process.

¹¹Helmiati, *Microteaching: Melatih Keterampilan Dasar Mengajar*, (Yogyakarta: Aswaja Pressindo, 2013), p. 28-29.

¹²Zainal Asri, *Microteaching: Disertai Dengan Pedoman Pengalaman Lapangan*, (Jakarta: PT Raja Grafindo Persada, 2015), p. 71.

So set induction is the initial activity undertaken by teachers to focus the attention of students on the material to be studied, while the closure is the final activity performed by teachers both alone and together with students to summarize the content of the lessons.

2.1.2.1.1 Purpose of Set Induction and Closure

Generally, the purpose of set induction is to:

1. Grow the motivation and attention of students to teachers and subject matter to be delivered.
2. Provide the information about something the students will learn and do during the lesson.
3. Give the impression that the material to be studied is important to learn.
4. Show information on strategies and approaches to be used.
5. Know the extent of the students' experience and knowledge of what they have already learned.¹³

While closure activities as final activity aim to:

1. Know the success level of the students in learning the subject matter.
2. Know the success level of the teachers in teaching the students.
3. Help the students to know the relationship between experiences that have been mastered with new things mastered.¹⁴

¹³Ahmad Yani, *12 Keterampilan Dasar Mengajar*, (Bandung: CV. Pringgandani, 2013), p. 13-14.

¹⁴Udin Syaefuddin Saud, *Pengembangan Profesi Guru*, (Bandung: Alfabeta, 2009), p. 57-58.

2.1.2.1.2 Component of Set Induction and Closure

Set induction and closure skills which teachers do in a professional manner will have a positive impact on teaching and learning process. There are several components that should be done by the teachers in set induction activities such as:

1. Drawing the attention of the students with teaching styles, using instructional media, and various learning interaction patterns.
2. Generating motivation with warmth and enthusiasm, curiosity, propose conflicting ideas, and pay attention to the interests of the students.
3. Giving the reference to various businesses, such as raising learning goals and task boundaries, nesting the steps to be performed, remind the main issues to be discussed, and ask some questions.
4. Giving apperception (giving a link between the previous material with the material to be learned), so that the material being studied is an integral whole that is inseparable.

While the components closure includes:

1. Reviewing the mastery of subject matter by summarizing the learning outcomes.
2. Evaluating, among others, by demonstrating skills, applying new ideas in other situations, exploring the students, and providing written questions.¹⁵

2.1.2.2 Explaining

Explaining is describing orally an object, state, facts, data, in accordance with the time and laws that are applied. Explaining is the most important aspect that a

¹⁵Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, p. 81-82.

teacher must have, / since explaining is a core activity in the learning process.¹⁶ Skills provide the explanation as a form of presentation of information orally managed by teachers in a systematic way to show a relationship between one another, such as causal relationships, definitions that accompanied the example of something unknown.¹⁷

2.1.2.2.1 Purpose of Explaining

In the interaction between the teacher and students, explaining becomes a very important element. There are several explanatory purposes in the learning include:

1. To guide the students to understand the concepts, laws, propositions, facts, principles objectively, and reasonably.
2. To involve the students to think in problem solving or questions.
3. To get feedback from the students about the level of understanding in overcoming misunderstandings of the students.
4. To guide the students to live, get the reasoning, and use evidence in problem-solving.¹⁸

2.1.2.2.2 Component of Explaining

Submission of information or description of a subject is not done just like that, but should pay attention to the following things include:

1. Explanations must be in accordance with the learning objectives.
2. Explanation in accordance with the ability and characteristics of students.

¹⁶E. Mulyasa, *Menjadi Guru Profesional*, (Bandung: Remaja Rosdakarya, 2008), p. 80.

¹⁷Zainal Asri, *Microteaching: Disertai Dengan Pedoman Pengalaman Lapangan*, p. 84.

¹⁸Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 81.

3. Learning materials should be mastered by teachers, useful, and meaningful for students.
4. The explanation must be accompanied by real and life-related examples.
5. Explanations can be given at the beginning, middle, or final of the lesson.
6. Explanations can be given when the students ask questions or maybe on the teacher's plan.
7. Explanation interspersed with question and answer.¹⁹

2.1.2.3 Questioning

Questioning is a verbal remark that calls for a response from someone famous. Gilarsu T in his Field Experience Program quoted by Anissatul Mufarrokah explained that questioning is a statement made by a teacher that requires a response from the students and activities in the learning process to improve the ability of students to think and get more knowledge.²⁰

From several explanations, it can be concluded that questioning skill is a skill in the form of questions conveyed by the teacher to obtain answers or feedback from the students related to the material learned so as to improve understanding of the students.

2.1.2.3.1 Purpose of Questioning

The following are some goals that cause the teachers to ask a question to students:

1. To increase the participation of students in the learning

¹⁹Anissatul Mufarrokah, *Strategi Belajar Mengajar*, (Yogyakarta: Teras, 2009), p. 152.

²⁰Anissatul Mufarrokah, *Strategi Belajar Mengajar*, p. 153-154.

2. To arouse the interest and curiosity of students towards a problem being discussed.
3. To focus the students on a problem under discussion.
4. Questions aimed at diagnosing the learning difficulties experienced by students.
5. The question can be used as a glue that reinforces an information already in student's memory.
6. To encourage the students to express their opinions in the discussion.²¹

2.1.2.3.2 Component of Questioning

There are several components of questioning:

1. Expressing questions clearly and briefly.
2. Giving a reference so that students can answer appropriately.
3. Centralizing toward the requested answer by providing a broad question then collapsed.
4. Replacement turn replied.
5. Spreading the questions with the intent of the teacher can throw questions across on the class.
6. Giving the time to think about asking questions.
7. Giving of the guidance for students who experience difficulty.²²

2.1.2.4 Variation Stimulus

Variation stimulus is a teacher activity in the context of the process of learning interaction that is shown to overcome the boredom of the student,/ so that

²¹Ahmad Yani, *12 Keterampilan Dasar Mengajar*, p. 27-29.

²²Zainal Asri, *Microteaching: Disertai Dengan Pedoman Pengalaman Lapangan*, p. 82.

students always show perseverance and full participation.²³ The using of variation is meant for the students to avoid feeling saturated and boring, so the students will feel lazy. Teachers are required not to be monotonous in teaching so as to appear feelings of annoyance in themselves.

According to Saiful Rahman quoted by Anissatul Mufarrokah explained that variations in teaching is creating something new in the process of teaching and learning, which encourages the students, involves the students,/ so that schools do not feel as a heavy burden but it feels like something fun.²⁴

Based on the explanations, it can be concluded that the variation stimulus is teacher activity in the classroom by creating a new condition that allows the students do not feel bored with the lesson.

2.1.2.4.1 Purpose of Variation Stimulus

The main purpose of the procurement of variation stimulus is to improve the effectiveness of learning. In addition to these objectives, there are several specific purposes of the procurement of variations, including:

1. To improve and nurture the students' attention to the learning process.
2. To create an interesting and enjoyable the learning process for students.
3. To eliminate boredom cause the learning is a routine activity.
4. To prove opportunities for the functioning of motivation in the learning.
5. To increase and develop a sense of curiosity of students towards things that are new something.

²³Zainal Asri, *Microteaching: Disertai Dengan Pedoman Pengalaman Lapangan*, p. 86.

²⁴Anissatul Mufarrokah, *Strategi Belajar Mengajar*, p. 157.

6. Making a positive attitude toward the teacher and it is undeniable that teachers in the classroom are the majority of teachers being challenged.
7. To increase levels of CBSA (How to Learn Students Active).²⁵

2.1.2.4.2 Kinds of Variation Stimulus

Various variations that can be considered by the teachers to be applied in teaching are:

1. Variations in teaching styles are the use of variations related to teacher teaching styles, such as:/ variations of voice, variations of body language and mimic, teacher's position, silence, eye contact, the concentration of attention and so on.
2. Variations in media usage, using the media must be varied, so the teacher must have the ability to recognize and select the media.
3. Variations in the use of methods, the form of adjustment of teaching materials with the characteristics of the students with using of several teaching methods in the delivery of the material.
4. Variations in interaction patterns, using a multi-way interaction pattern means that between the teacher with students, students with teacher or students with other students and teachers.²⁶

2.1.2.5 Reinforcement

Reinforcement is any response (verbal or non-verbal), which is part of the modification of the teacher's behavior toward the students in order to provide

²⁵Ahmad Yani, *12 Keterampilan Dasar Mengajar*, p. 70-71.

²⁶Anissatul Mufarrokah, *Strategi Belajar Mengajar*, p. 158.

information or feedback for the students as an act of encouragement or correction.²⁷ Reinforcement can also be interpreted as a response to a behavior that can increase the likelihood of recurrence of such behavior.

From several definitions, it can be concluded that reinforcement is a form of positive stimulus given by the teacher to the students both of verbal or non-verbal so as to encourage the improvement of the quality of student behavior.

2.1.2.5.1 Purpose of Reinforcement

Reinforcement has the influence of an attitude in the learning process that purposes:

1. To increase the student's attention to learning activities.
2. To help and give motivation to the students.
3. To change the behavior such as disturb each other and increase the productive learning.
4. To develop the students' self-confidence to organize themselves into the learning experience.
5. Directing the students to develop their mindset and train in taking initiative in making the decision.²⁸

2.1.2.5.2 Component of Reinforcement

In principle reinforcement skill consists of several components namely:

1. Giving the words such as yes, good, excellent, and so on.
2. Giving the gesture in the form of mimic, motion, applause and thumb.
3. Giving reinforcement by approaching the students.

²⁷Uzer Usman, *Menjadi Guru Profesional*, p. 80.

²⁸Ahmad Yani, *12 Keterampilan Dasar Mengajar*, p. 130.

4. Giving reinforcement with a touch.²⁹

2.1.2.6 Classroom Management

Classroom management is the teacher's skill in creating, maintaining optimal learning conditions, and returning them if the learning process occurs disturbance.³⁰

Classroom management is a set of activities to develop desired the student behavior, interpersonal relationships, a positive socio-emotional climate and to maintain effective classroom organizations.³¹

From the definitions, it can be concluded if classroom management is activities to create and maintain optimal classroom conditions, organize the students, and control a pleasant atmosphere to achieve learning goals.

2.1.2.6.1 Purpose of Classroom Management

There are several purposes of classroom management:

1. To realize classroom situations that enable students to develop their abilities.
2. To maintain a stable state in the classroom, so that when the disturbance in teaching and learning can be overcome.
3. To eliminate the various barriers and disciplinary offenses that can hinder the realization of teaching and learning.



²⁹Syaiful Bahri Djamarah, *Guru dan Anak Didik: dalam Interaksi Edukatif*, (Jakarta: PT Rineka Cipta, 2005), p. 120-121.

³⁰Ahmad Sabri, *Strategi Belajar Mengajar*, (Ciputat: PT. Ciputat Press, 2005), p. 89.

³¹Barnawi dan Muhammad Arifin, *Etika & Profesi Kependidikan*, (Malang: Ar-Ruzz Media, 2012), p. 236.

4. To organize all of the equipment and tools that enable the students to match the social, emotional, and intellectual environments of students in the classroom.³²

2.1.2.6.2 Component of Classroom Management

In classroom management, there is three component that the teacher has to do. The first is skills related to the maintenance and creation of optimal learning conditions such as: focusing the attention is like observing the attitude and seating of students, referring to responsiveness, and dividing the attention of students with visual or verbal by giving a clear explanation and warning wisely. The second is the skills associated with restoring optimal learning conditions such as modify the behavior and group management. The third is to avoid the following: excessive interference, inaccuracies start and end learning, and deviation from purpose.

2.1.2.7 Small Group and Individual Teaching

Small group and individual teaching skills are an implementation of classical learning. Therefore, the number of students is very limited so that classical learning shifts into the small group and individual learning.³³ Small group teaching as a form of teaching, where the students are divided into small groups, resulting in interpersonal relationships between the students and teachers.

2.1.2.7.1 Purpose Small Group and Individual Teaching

There are several purposes of small group teaching:

1. To improve the quality of learning.

³²Anissatul Mufarrokah, *Strategi Belajar Mengajar*, p. 167-168.

³³Ahmad Yani, *12 Keterampilan Dasar Mengajar*, p. 90.

2. To provide an opportunity to solve problems to practice problem-solving and a rational and democratic way of life.
3. To provide opportunities for students to develop social attitudes and spirit.

As for the purpose of individual teaching are:

1. To provide a greater sense of responsibility to students.
2. To develop the creative power and leadership traits in students.
3. To establish a more intimate relationship between the teachers with students and the students with students.³⁴

2.1.2.7.2 Component of Small Group and Individual Teaching

There are several components of small group and individual teaching are:

1. Personal approaches such as creating a relationship between teachers and students.
2. Organizing like regularity in small group teaching,/ therefore needs to be organized for the needs of students.
3. Guidance on learning.
4. Planning and doing KBM.³⁵

2.1.2.8 Guiding Small Discussion

Guiding small discussion as a form of variation of the interaction patterns in learning. Guiding small discussion is learning process undertaken in teamwork.³⁶ Guiding small discussion is learning process undertaken in a group collaboration that aims to solve the problem, examine a particular concept, principle or group, so

³⁴Udin Syaefuddin Saud, *Pengembangan Profesi Guru*, p. 71-72.

³⁵Anissatul Mufarrokah, *Strategi Belajar Mengajar*, p. 167-168.

³⁶Udin Syaefuddin Saud, *Pengembangan Profesi Guru*, p. 68.

teachers have an important role as a mentor to the discussion process can take place according to the purpose of learning. Guiding small discussion can also mean is a strategy that allows the students to master a concept and problems solving through a process that provides opportunities for thinking, social interaction, and practice positively.³⁷

Based on the explanations, it can be concluded that guiding small discussion is an activity that takes place in the learning process by involving several individuals to interact freely and openly.

2.1.2.8.1 Purpose of Guiding Small Discussion

In guiding small discussion, there are several purposes:

1. The students can provide information or experience in running new ideas or problems to solve.
2. The students can develop knowledge and ability to think and communicate;
3. The students mixed up in planning and making the decision.³⁸

2.1.2.8.2 Component of Guiding Small Discussion

Outline component of guiding small discussion is divided into several components:

1. Focusing the students on the purpose and topic of discussion.
2. Clarifying the problems and opinions.
3. Analyzing the opinions of students.
4. Increasing the suggestion of students.
5. Disseminating the opportunity to participate.³⁹

³⁷Helmiati, *Microteaching: Melatih Keterampilan Dasar Mengajar*, p. 85.

³⁸Udin Syaefuddin Saud, *Pengembangan Profesi Guru*, p. 68.

2.1.3 Field Experience Practice (PPL)

2.1.3.1 Meaning of Field Experience Practice (PPL)

Field Experience Practice (PPL) is the students learning activities undertaken in educational institutions (schools) as a form of training to apply various knowledge received by the students during the learning in college. The drafting team for the implementation of Field Experience Practice (PPL) STAIN Parepare revealed that the Field Experience Practice (PPL) is an academic program of Tarbiyah and Adab Department majors that must be followed by all students who aim to provide real experience and expand the students' horizons in the formation of pedagogic, professional, personal and social competencies as candidates educators and education personnel, so as to be able to carry out educational tasks in the school, which includes the management of learning and educational insight adequately.⁴⁰

According to Oemar Hamalik cited Yurike Praptiana in her thesis that: "PPL is a series of activities programmed for LPTK students, which includes both teaching practice and non-teaching exercises. This activity is an event to form and foster the professional competencies required by the work of teachers or other education personnel."⁴¹

From several definitions, it can be concluded that Field Experience Practice (PPL) is one of the activities of the students as the Tarbiyah and Adab Department majors to provide a real experience of knowledge acquired by the students in college, which includes teaching and non-teaching exercises.

³⁹Udin Syaefuddin Saud, *Pengembangan Profesi Guru*, p. 68.

⁴⁰Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 1.

⁴¹Yurike Praptiana, "Pengaruh Praktik Pengalaman Lapangan (PPL), Minat Dan Prestasi Belajar Terhadap Kesiapan Menjadi Guru Profesional" (Published Scrips; Economics Department: Yogyakarta, 2014), p. xxviii.

2.1.3.2 Purpose of Field Experience Practice (PPL)

Objectives to be achieved in Field Experience Practice (PPL) include:

1. To give birth the knowledge, skills, attitudes, necessary for the formation of a profession of Islamic education teacher, Arabic, and English.
2. To train and improve the students' teacher competency to be skilled in carrying out educational tasks, both educative and administrative.
3. To provide the experience to students to understand the existence of educational institutions with all the problems, both related to the learning process and general school management.
4. To provide the professional experience as a perspective the teacher, so it really becomes educational graduates who are ready to plunge into the community, especially the world of education.
5. Establish educational cooperation with educational institutions as partners in the implementation of Tri Dharma Perguruan Tinggi.⁴²

2.1.3.3 Benefits of Field Experience Practice (PPL)

1. For the students, Field Experience Practice (PPL) is useful for:/ 1) deepening the students' understanding of the educational process at school with all its problems, 2) providing the field experience to students about learning process and school administration activities.
2. For the school, Field Experience Practice (PPL) is useful for:/ 1) getting the opportunity to participate in preparing and forming prospective teachers for

⁴²Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 2.

competent Islamic education, 2) getting the helping of energy, knowledge, and thinking for school development.

3. For the Tarbiyah and Adab Department, Field Experience Practice (PPL) is useful for: 1) getting fed back from the experience of the student to the educational development of academic programs Tarbiyah and Adab, 2) improving the cooperation with schools exercises for the development of Tri Dharma Perguruan Tinggi.⁴³

2.1.4 The Students of Field Experience Practice (PPL)

The students of Field Experience Practice (PPL) are students who have completed at least one hundred and twenty credits from the total number of credits and have been declared graduated from PPL Theory courses. The students of Field Experience Practice (PPL) as a prospective educator guided by teachers, lecturers, and principals in the implementation of their duties at school.

In the implementation the students of Field Experience Practice (PPL) do the exercises gradually to master the skills ranging from the introduction of the school environment, making RPP, as well as guided and independent teaching exercises. Most of the students have to master the eight teaching skills as one of the requirements to achieve the learning objectives.

2.2 Previous Research Finding

In contrasting this research, the researcher was considering some previous finding to support the researcher's skripsi, especially in writing.

⁴³Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, p. 2-3.

Nurul Hafidhol stated in her research that to know the perception of the teacher guidance towards the implementation of Field Experience Practice (PPL). The sample of research is teacher guidance of the students of economic faculty numbering 60 people. Technique analysis data is used as a descriptive percentage. From the result of the research, it can be concluded that teacher guidance perception toward the implementation of Field Experience Practice (PPL) student of Faculty of Economics UNNES for pedagogic, personality, social and professional competence, both public and private teacher guidance is equally good, but there is a difference of perception on certain indicators.⁴⁴

Wi Indah Subkhiyatin Najjah stated in her research that to know the influence of the value of microteaching and teacher guidance towards the students' teaching ability of Field Experience Practice (PPL). The research design applied in her research is called quantitative research with statistical analysis of simple linear regression. The instruments using in collecting data are questionnaire and observation. Technique analysis is used as a statistical analysis of Product Moment Technique. The results of her research indicate that there is no a positive relationship between the value of microteaching towards the students teaching ability of Field Experience Practice (PPL).⁴⁵

Sulastri Rini Rindyani stated in her research that to know the effect micro teaching and teacher guidance towards apprentice student's teaching ability. The questionnaire is used in collecting data and technique analysis used multiple

⁴⁴Nurul Hafidhol, "Persepsi Guru Pamong Terhadap Pelaksanaan Praktik Pengalaman Lapangan (PPL)," (Published Scrips; Faculty of Economics: Semarang, 2007), p. viii.

⁴⁵Wi Indah Subkhiyatin Najjah, "Pengaruh Micro Teaching Terhadap Kemampuan Mengajar Praktik Pengalaman Lapangan (PPL)," (Published Scrips: Biology Education Department: Semarang, 2014), p. v-vi.

regression. The result of her research indicates that there is a positive effect of microteaching and teacher guidance towards apprentice student's teaching ability. The value of the effect is 44.2%, meanwhile, 55.8% is influenced by other factors.⁴⁶

Based on the research findings above, the researcher concludes that teacher guidance can give a positive effect on students teaching ability. In this case, the researcher will seek the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL).



⁴⁶Sulastrri Rini Rindyani, "Pengaruh Micro Teaching dan Bimbingan Guru Pamong Terhadap Kemampuan Megajarn Mahasiswa Magang", (Published Scrips: Economics Educational Program: STKIP PGRI Tulungagung).

2.3 Conceptual Framework

The following is the conceptual framework which is underlying this research:

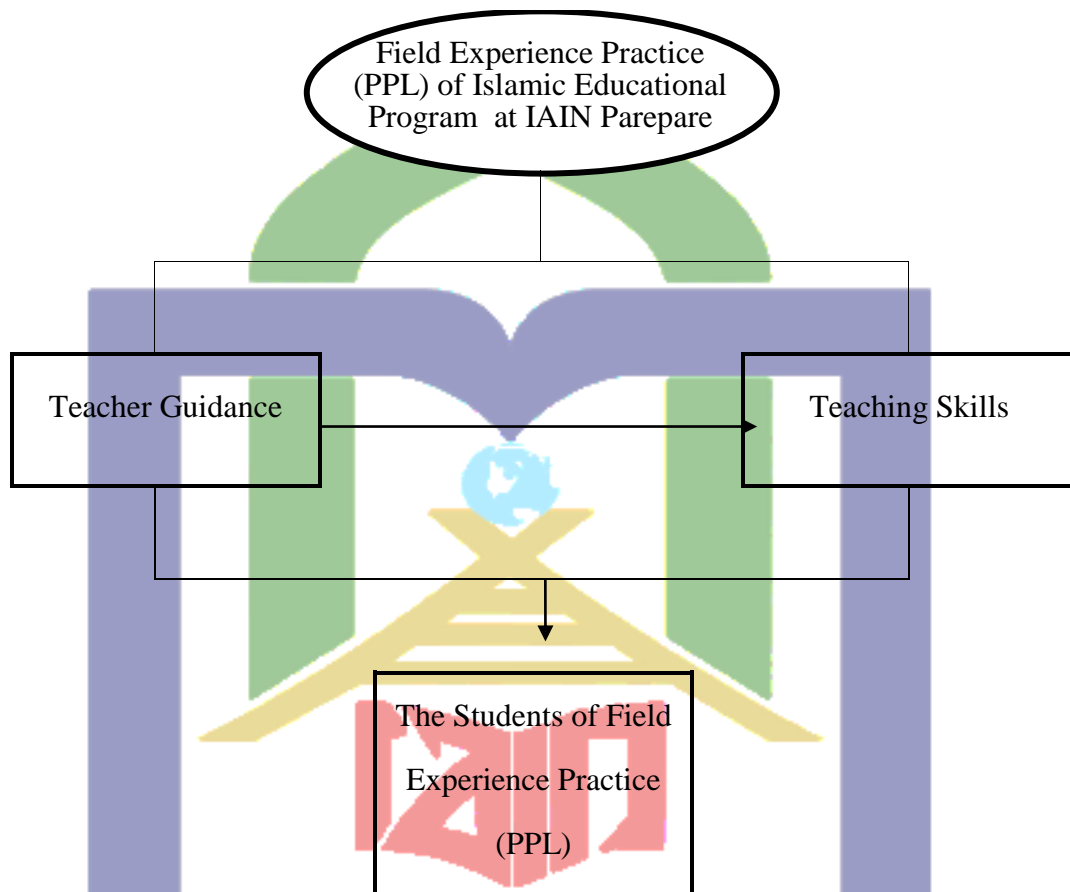


Figure 2.1 The Conceptual Framework of the Research

2.4 Hypothesis

In this research, the researcher put forward the hypothesis as follow:

- 2.4.1 Null Hypothesis (H_0): Teacher guidance does not influence the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.

2.4.2 Alternative Hypothesis (Ha): Teacher guidance influences the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.

The pattern of hypothesis statistic:

$H_0: \rho = 0$

$H_a: \rho \neq 0$

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variables involved in this research, namely dependent variable and independent variable, which are dependent variable is the students' teaching skills of Field Experience Practice (PPL) and the independent variable is teacher guidance.

2.5.2 Operational Definition of Variable

2.5.2.1 Teacher guidance is educators who served to help and take care of the students of Field Experience Practice (PPL). In the implementation of Field Experience Practice teacher as leader of students cause all of the activities of students' must be based on teacher agreement.

2.5.2.2 The students' teaching skills of Field Experience Practice (PPL) is professional competence that must be owned by the students as well as the teacher in the general/ so that learning process goes according to what is expected. There is eight component of teaching skills that the students have to own such as:/ 1) Set Induction and Closure; 2) Explaining; 3) Questioning;

4) Variation Stimulus; 5) Reinforcement; 6) Classroom Management; 7) Small Group and Individual Teaching and 8) Guiding Small Discussion.



CHAPTER III

RESEARCH METHOD

This part describes the description of the research design, location, and duration of the research, population, and sample, instrument and procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design applied in this research was called quantitative research because it was numbers or statistics with analysis that was the simple linear regression. Which was looking for the influence of the variable. There were two variables of this research, teacher guidance design which was signed as (Independent Variable) and the students' teaching skills of Field Experience Practice (PPL) which were signed as (Dependent Variable) where the researcher tries to find out and get the conclusion of the influence of the X variable to the Y variable.

The design was described as follow:



Figure 3.1 Formula of the Research Design

Where:

X = Teacher guidance

Y = The students' teaching skills of Field Experience Practice (PPL)¹

¹Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2014), p. 66.

According to the explanation above, it could be concluded that quantitative research was where the researcher dig up factually and systematic of the influence of teacher guidance towards students' teaching skills of Field Experience Practice (PPL) in Islamic Educational Program at IAIN Parepare by using the research design above, the researcher expected that the result of this research would be valid.

3.2 Location and Duration of the Research

The location of the research took the place at State Islamic Institute (IAIN) Parepare. The researcher used the quantitative research that had several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

The population of this research was all of the students of Field Experience Practice (PPL) of Islamic Educational Program at State Islamic Institute (IAIN) Parepare in academic year 2014/2015" by the number of the students as follow:

Table 3.1 The Population of this Research

No	Gender	Number of Students
1.	Male	42
2.	Female	98
Total of Students		140

(Source: Administration Data of IAIN Parepare)

Based on the current data, the researcher had chosen all of the students of Field Experience Practice (PPL) in Islamic Educational Program at State Islamic

Institute (IAIN) Parepare in academic year 2014/2015 to become the population of this research. There were forty-two males and ninety-eight females.

3.3.2 Sample

Based on the population above, the researcher applied the unrestricted random sampling technique to take the sample because the population was homogeneous. Sampling using Simple Random Sampling would be done randomly without considering the strata in the population. Simple random sampling could be done by drawing or selecting a number from a list of numbers at random. This sample measurement was calculated based on the Slovin method. The number of samples in this research were sixty-nine students of Field Experience Practice (PPL).

3.4 Instrument of Collecting Data

In obtaining the data, the researcher used a questionnaire. The questionnaire was a research instrument with the list of written questions and statement that should be answered or filled by respondents agree with the instruction.² By using the questionnaire, the researcher could economize the length of time in collecting data.

Questionnaire administered personally to groups of the individual had a number of advantage. The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the research, and to explain the meaning of items that may not be clear.³ It showed that questionnaire that researcher to get specific from the efficiently and practically. In this research, the researcher used Likert Scala questionnaire in collecting the data related to activities the teacher

²Wina Sanjaya, *Penelitian Pendidikan Jenis, Metode dan Prosedur*, (Jakarta: Prenadamedia Group, 2015), p. 255.

³John W. Best, *Research in Education*, Fourth Edition (New Jersey: Prentice Hall, 1981), p. 167.

guidance and the students in Field Experience Practice (PPL). The questionnaire used to get the data of the independent variable and dependent variable value. There were 80 items of the questionnaire which was divided into two parts where the item number 1-27 related to variable X design and the item number 28-80 related to variable Y design.

Table 3.2 Classification of the Students' Score Using Likert Scale⁴

Classification	Scale
Always	4
Often	3
Seldom	2
Never	1

(Source of Data: Sugiono *Metode Penelitian Pendidikan*, 2014)

The scoring scale for each variable was the scoring scale of 1-4 with alternative answers provided at this questionnaire from always, often, seldom, and never. The following was the instrument grid used in this research.

⁴Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, dan R&D*, p. 135.

Table 3.3 The Instrument Grille of Each Variable

Variable	Indicator	The Number of Instrument
Teacher Guidance (The duties of Teacher Guidance)	1. To provide direction to the students to know the situation and condition of school/madrasah	1, 2, 3,4, 5, 6, 7, 8, 9, and 10.
	2. To guide the students in making Learning Plans (RPP).	11, 12, 13, 14, 15, 16, 17, and 18.
	3. To set the schedule for the students teaching implementation (teaching practice)	19, 20, 21, 22, and 23.
	4. To organize the division of the students' assignments in academic and extracurricular activities.	24 and 25.
	5. To conduct the evaluation of the students (to assess).	26 and 27.
The Students' Teaching Skills of Field Experience Practice (PPL)	1. Set Induction and Closure	28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, and 43.
	2. Explaining	44, 45, 46, 47,

		48, 49, and 50.
	3. Questioning	51, 52, 53, 54, 55, and 56.
	4. Variation Stimulus	57, 58, 59, and 60.
	5. Reinforcement	61, 62, 63, 64, 65, and 66.
	6. Classroom Management	67, 68, 69, 70, 71, and 72.
	7. Small Group and Individual Teaching	73, 74, 75, and 76.
	8. Guiding Small Discussion	77, 78, 79, and 80.

3.5 Procedure of Collecting Data

In supporting the process of collecting data and obtaining the data, the researcher would involve the following steps:

- 3.5.1 The researcher introduced to the students of Field Experience Practice (PPL) about the purpose of this research.
- 3.5.2 The researcher has given the questionnaire to the students of Field Experience Practice (PPL) and asked them to answer the questionnaire.
- 3.5.3 The researcher took some pictures while the students of Field Experience Practice (PPL) answering the questionnaire as documentation.
- 3.5.4 The researcher submitted the data questionnaire.

3.6 Technique of Data Analysis

After the data of this research was collected, the researcher analyzed the data by using some steps to calculate the data in order to get the exact result. In analyzing the data, the following steps were:

3.6.1 Validity Instrument

An instrument is said to be valid if can reveal data from the variables. The high degree of instrument validity indicates the extent to which the data collected does not deviate from the description of the validity.⁵ Validity instrument of this research used the helping program *IBM SPSS 21 for Windows*. The following rules were said to be valid.

Valid : If $r_{count} > r_{table}$

Invalid : If $r_{count} < r_{table}$ ⁶

3.6.2 Reliability Instrument

Reliability shows the extent to which the research instrument is reliable enough to be used as a tool to find the necessary data in the research.⁷ Reliability instrument of this research used the helping program *IBM SPSS 21 for Windows*. The following rules were said to be reliable.

Reliable : If the relative coefficient value is ≥ 0.6 .

⁵Rostina Sundayana, *Statistika Penelitian Pendidikan* (Bandung: Alfabeta, 2016), p. 59.

⁶Imam Machali, *Statistik itu Mudah: Menggunakan SPSS sebagai Alat Bantu Statistik* (Yogyakarta: Lembaga Ladang Kata, 2015), p. 158. https://www.researchgate.net/publication/309464242_STATISTIK_ITU_MUDAH_Menggunakan_SPSS_Sebagai_Alatt_Bantu_Statistik (30 April 2018).

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2014), p. 198.

Un-reliable : If the relative coefficient value is < 0.6 ⁸

3.6.3 Descriptive Statistics

Analysis of the description data includes the presentation of the mean, mode (Mo), median (Me), standard deviation (SD), maximum, minimum value, table, and category graph of each variable. Descriptive statistical analysis used the helping program *IBM SPSS 21 for Windows*.

3.6.4 Testing Data Analysis Requirement

The first, normality data aims to determine whether to use parametric or non-parametric statistics. Normality data in this research used the test of normality Kolmogorov-Smirnov method with the helping program *IBM SPSS Statistics 21 for Windows*. The following rules were said to be normal.

Normally distribution : If the value of significance > 0.05

Un-normally distribution : If the value of significance < 0.05 ⁹

The second, linearity data aims to know the correlation between independent variable with dependent variable whether linear or not. Data was processed by program *IBM SPSS Statistics 21 for Windows*. The following rules were said to be linear.

Linear : If the value of *deviation from linearity* > 0.05

Un-linear : If the value of *deviation from linearity* < 0.05 ¹⁰

⁸Imam Machali, *Statistik itu Mudah: Menggunakan SPSS sebagai Alat Bantu Statistik*, p. 159.

⁹Imam Machali, *Statistik itu Mudah: Menggunakan SPSS sebagai Alat Bantu Statistik*, p. 44.

¹⁰Imam Machali, *Statistik itu Mudah: Menggunakan SPSS sebagai Alat Bantu Statistik*, p. 54.

3.6.5 Hypothesis

Hypothesis testing in this research used correlation *Pearson Product Moment* and Simple Linear Regression with the helping program of *IBM SPSS Statistics 21 for Windows*. Find the regression, by applying the formula:

$$Y' = a + b X$$

Where:

Y' = Subject in the predicted dependent variable (Variable Dependent)

a = Value of Y if X= 0 (constant value)

b = Purpose number or coefficient of regression that shows the number of the increasing and decreasing of the dependent variable based on the independent variable. If b (+) it means increasing, and if b (-) it means decreasing

X = Subject in the independent variable which has the certain value (independent variable value)¹¹

The basic of the interpretation in regression test refer to two matters, the first matter is comparing the value of t_{count} with the t_{table} , and the second matter is by comparing the significant value with the probability value 0.05.

¹¹Sugiono, *Statistic untuk Penelitian*, (Bandung: Alfabeta, 2016), p. 261.

3.6.5.1 Comparing the t_{count} with the t_{table}

If the t_{count} value is bigger than the t_{table} value, it means the independent variable influence the dependent variable and if the t_{count} is not bigger than the t_{table} value, it means the independent variable does not influence the dependent variable.

3.6.5.2 Comparing the significant value with the probability 0.05

If the significance value is not more than the probability value of 0.05, it means the independent variable influence the dependent variable significantly and if the significance value is more than the probability value 0.05, it means the independent variable does not influence the dependent variable significantly.

Conducting the calculation by using the current formula above, it can be realized whether there is a positive influence or not, whether the influence that has been discovered is valid for the population, and has regression equation.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the findings of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through the questionnaire from the influence of teacher guidance as variable X (Independent Variable) and the students' teaching skills of Field Experience Practice (PPL) as variable Y (Dependent Variable) that can be discussed in the section below, but before the researcher describes the result of the research from every variable. The first, the researcher describes the results of validity and reliability instruments to find out which instrument items are valid, fall, and to know the extent to which the instrument can be trusted in measuring the variables in the research. The results of validity and reliability instruments were described in detail as follows.

4.1 Finding

4.1.1 The Results of Validity and Reliability Instruments

4.1.1.1 The Result of Validity Instrument

Validity instrument of this research used the helping program *IBM SPSS 21 for Windows*. The coefficient correlation could be seen in the *Correlations* table, *Pearson Correlations* column. (See Appendix 3)

The value of coefficient correlation (r_{count}) obtained from validity instrument analysis compared with the r_{table} value to know which items are valid and falling. If the value of $r_{count} > r_{table}$, the item is said to be valid.

The total of samples (n) = 69 and degree of freedom (df) = $n-2$ = 67, then r_{table} was obtained at the 0.05 significance level was 0.236 (see r table in appendix). Then, the value of r_{table} was compared with the value of r_{count} from validity instrument.

The following table showed the result of validity instrument.

Table 4.1 The Result of Validity Instrument

Variable	Original Item	The Total of Invalid Item	The Number of Invalid Items	The Total of Valid Items
Teacher Guidance	27	1	16	26
The Students' Teaching Skills of Field Experience Practice (PPL)	53	3	1, 6, and 16	50

The data in the table above indicated that the total of invalid items of teacher guidance was one item. It was the sixteenth item. While of the students' teaching skills of Field Experience Practice (PPL), there were three items, which were the first, sixth, and sixteenth.

4.1.1.2 The Result of Reliability Instrument

Reliability instrument in this research used an Alpha formula of money was analyzed with the helping program *IBM SPSS 21 for Windows*. The result of reliability instrument could be seen in the table of Reliability Statistics Cronbach's Alpha column. (See Appendix 4)

The instrument is said to be reliable if the relative coefficient value is ≥ 0.6 . Furthermore, the value of reliability coefficient consulted in the classification table of reliability coefficients to determine the level of interpretability of reliability instrument in this research.

Table 4.2 Level Interpretation of Reliability Instrument¹

Reliability Coefficient	Interpretation
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,60	Enough
0,60 – 0,80	Strong
0,80 – 1,00	Very Strong

Based on the calculation of reliability had been done (Appendix 4). The result of reliability instrument could be seen as follows.

Table 4.3 The Result of Reliability Instrument

Variable	Reliability Coefficient	Statement
Teacher Guidance	0.846	Very Strong Reliability
The Students' Teaching Skills of Field Experience Practice (PPL)	0.942	Very Strong Reliability

¹Rostina Sundayana, *Statistika Penelitian Pendidikan*, p. 70.

The table above showed that the value of reliability coefficient was reliable because the value of reliability coefficient > 0.6 , with the level of reliability was very strong.

4.1.2 Descriptive Statistics

After testing the validity and reliability instruments, the data was tabulated (See appendix 2). After that, the data analyzed by descriptive statistical analysis used the helping program *IBM SPSS 21 for Windows*. Analysis of the description data includes the presentation of the mean, mode (Mo), median (Me), standard deviation (SD), maximum, minimum value, table, and category graph of each variable. The result of each variable calculation was presented as follows.

4.1.2.1 Teacher Guidance

Based on the result of descriptive statistical analysis of teacher guidance had been done. The mean score was 67.77. The mode score was 70 (Mo). The median score was 69 (Me). The standard deviation score was 11.68 (SD). The maximum score was 93 and the minimum score was 44. (See Appendix 5)

The following table showed the frequency distribution of teacher guidance.

Table 4.4 Frequency Distribution of Teacher Guidance

No.	Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency
1	44-51	5	5	7,25%
2	52-58	13	18	18,84%
3	59-65	9	27	13,04%
4	66-72	13	40	18,84%
5	73-79	20	60	28,99%

6	80-86	7	67	10,14%
7	87-93	2	69	2,90%
The Total		69	286	100%

Based on the data frequency distribution table of teacher guidance could be made by histogram graph as follows.

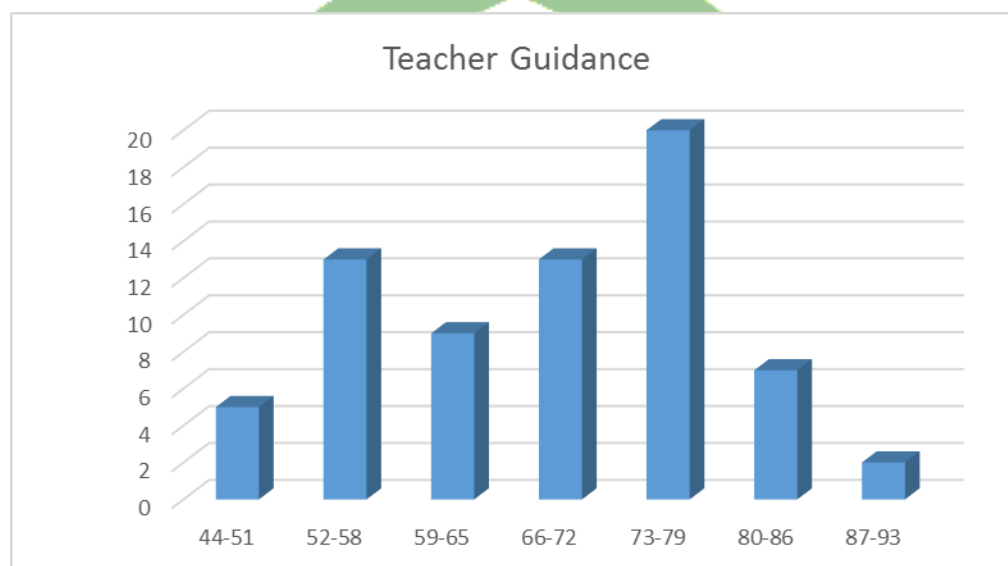


Figure 4.1 Histogram Graph of Teacher Guidance

Furthermore, the result of the computation of the trend categories of teacher guidance could be seen as follows.

Table 4.5 Trend Category Distribution of Teacher Guidance

No	Score	Category	F	Percentage
1	26 – 42	Very Bad	0	0%
2	43 – 58	Bad	18	26%
3	59 – 74	Medium	29	42%

4	75 – 90	Good	20	29%
5	91 – 106	Very Good	2	3%
The Total			69	100%

The following showed the result of the computation of the trend categories of teacher guidance could be made by circle graph as follows.

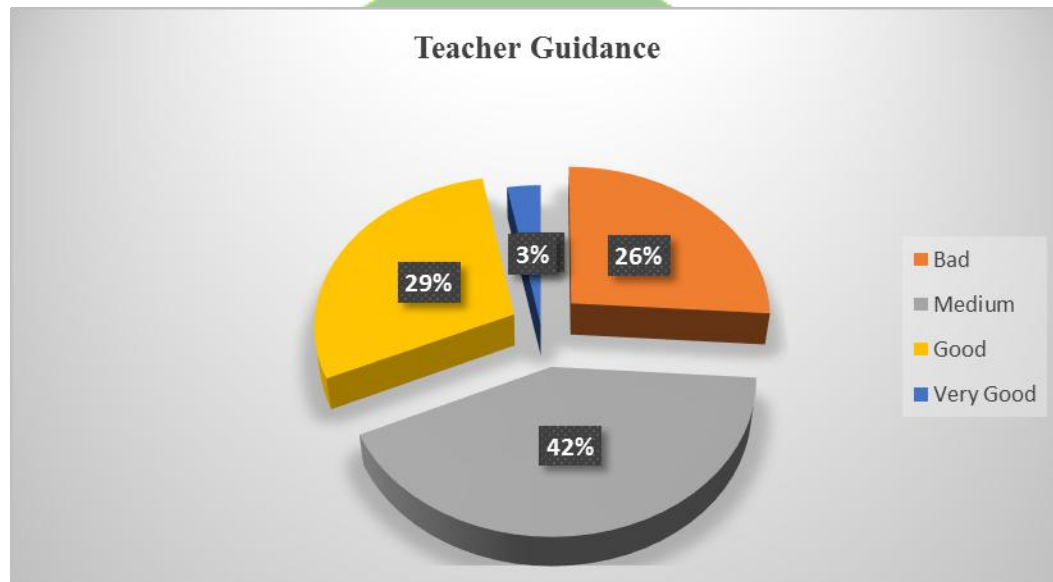


Figure 4.2 Circle Graph of Teacher Guidance

Based on descriptive data of teacher guidance in the table 4.5 and figure 4.2 that showed, if 18 (26%) students were said that teacher guidance was included in the bad category, 29 (42%) students were said that teacher guidance was included in the medium category, 20 (29%) students were said that teacher guidance was included in the good category, and 2 (3%) students were said that teacher guidance was included in the very good category. There were no the students that were said that teacher guidance was included in a very bad category.

4.1.2.2 The Students' Teaching Skills of Field Experience Practice (PPL)

Based on the result of descriptive statistical analysis of the students' teaching skills of Field Experience Practice (PPL) had been done. The mean score was 154.97. The mode score was 153 (Mo). The median score was 157 (Me). The standard deviation score was 20.36 (SD). The maximum score was 190 and the minimum score was 100. (See Appendix 5)

The following table showed the frequency distribution of the students' teaching skills of Field Experience Practice (PPL).

Table 4.6. Frequency Distribution of the Students' Teaching Skills of Field Experience Practice (PPL)

No.	Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency
1	100-112	2	2	2,90%
2	113-125	4	6	5,80%
3	126-138	11	17	15,94%
4	139-151	6	23	8,70%
5	152-164	20	43	28,99%
6	165-177	18	61	26,08%
7	178-190	8	69	11,59%
The Total		69	221	100%

Based on the data frequency distribution table of the students' teaching skills of Field Experience Practice (PPL) could be made histogram as follows.

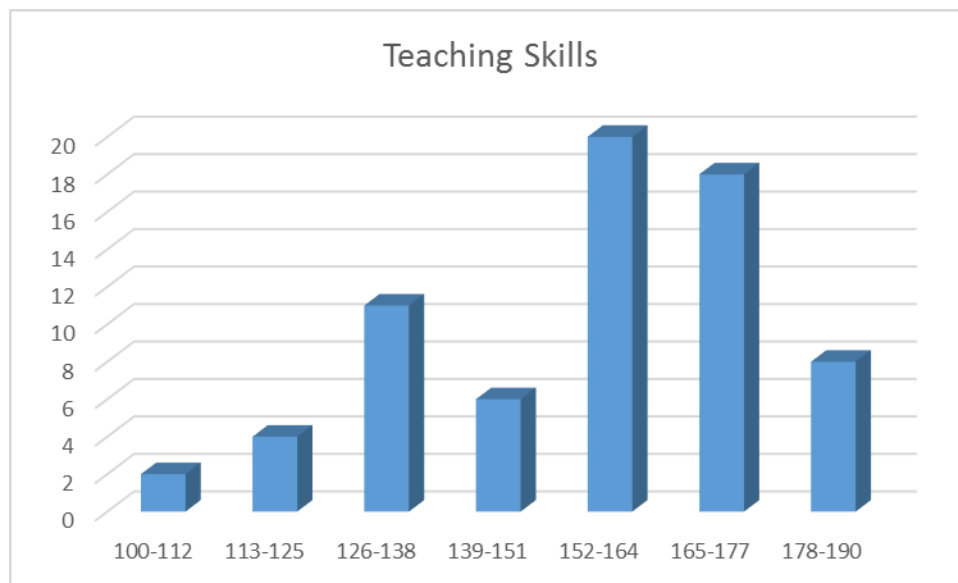


Figure 4.3 Histogram Graph of the Students' Teaching skills of Field Experience Practice (PPL)

Furthermore, the computation of the tendency the students' teaching skills of Field Experience Practice (PPL) could be seen as follows.

Table 4.7 Trend Category Distribution of the Students' Teaching Skills of Field Experience Practice (PPL)

No	Score	Category	F	Percentage
1	50 – 90	Very Bad	0	0%
2	91 – 130	Bad	10	14%
3	131 – 170	Medium	42	61%
4	171 – 210	Good	17	25%
5	211 – 250	Very Good	0	0%
The Total			69	100%

The following showed the result of the computation of the trend categories of the students' teaching skills of Field Experience Practice (PPL) could be made by circle graph as follows.

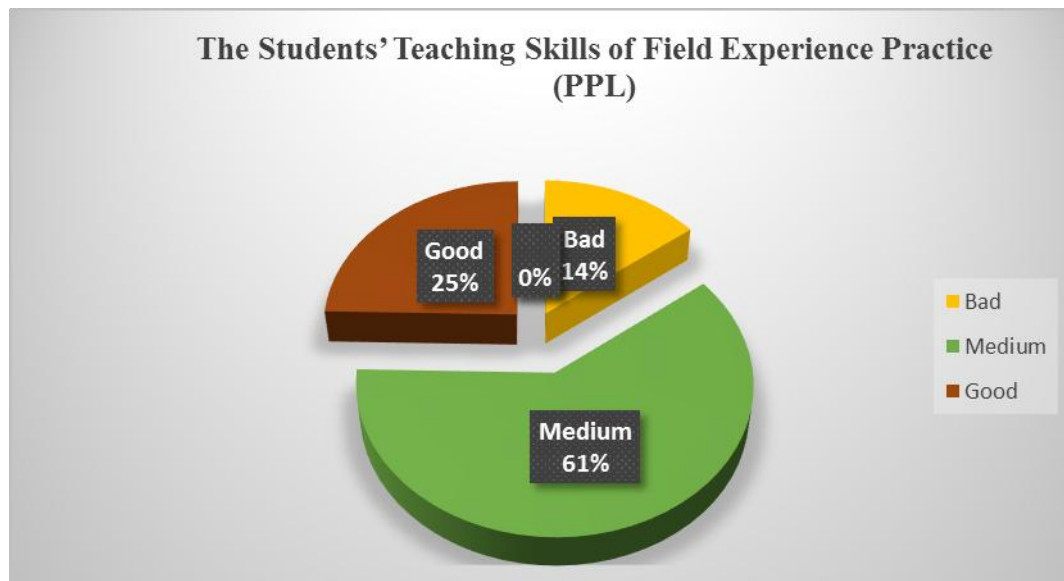


Figure 4.4 Circle Graph of the Students' Teaching Skill of Field Experience Practice (PPL)

Based on descriptive data of the students' teaching skills of Field Experience Practice (PPL) in the table 4.4 and figure 4.4 that showed, if 10 (14%) students were said that the students' teaching skills of Field Experience Practice (PPL) were included in the bad category, 42 (61%) students were said that the students' teaching skills of Field Experience Practice (PPL) were included in the medium category, and 17 (25%) students were said that the students' teaching skills of Field Experience Practice (PPL) were included in the good category. There were no the students that

were said that the students' teaching skills of Field Experience Practice (PPL) were included in a very bad and very good category.

4.1.3 Testing Data Analysis Requirements

4.1.3.1 Normality Data

Normality data in this research used the test of normality Kolmogorov-Smirnov method with the helping program *IBM SPSS Statistics 21 for Windows*. It aimed to find out whether each variable was normally distributed or not. If the data were normally distributed, the parametric statistical analysis that can be performed on hypothesis testing. It was said that the data was normally distributed if the value of significance > 0.05 . (See appendix 6)

The following table showed the result of normality data in this research.

Table 4.8 The Results of Normality Data

Variable	The Value of Probability (Asymp.Sig)	Statement
Teacher Guidance	0.588	Normal
The Students' Teaching Skills of Field Experience Practice (PPL)	0.207	Normal

The table above showed that the value of teacher guidance was 0.588. It meant that the t_{count} value was greater than t_{table} ($0.588 > 0.05$). Thus, it could be concluded that teacher guidance was normality distributed. While the students' teaching skills of Field Experience Practice (PPL) was 0.207. It meant that the t_{count} value was greater than t_{table} ($0.207 > 0.05$). Thus, it could be concluded that

the students' teaching skills of Field Experience Practice (PPL) were normality distributed.

4.1.3.2 Linearity Data

Linearity data in this research, it meant to know the correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) whether linear or not. Data was processed by program *IBM SPSS Statistics 21 for Windows*. It is said to have a linear correlation if two variables having a value of significance (deviation from linearity) > 0.05 . (See appendix 7)

The following table showed the result of linearity data in this research.

Table 4.9 The Result of Linearity Data

Correlation Model	Significance	Statement
Teacher Guidance with the Students' Teaching Skills of Field Experience Practice (PPL)	0.364	Linear

The table above indicated that the value of correlation significance between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) was 0.364. It means t_{count} value was greater than t_{table} ($0.364 > 0.05$). It could be concluded that teacher guidance with the students' teaching skills of Field Experience Practice (PPL) was linear.

4.1.4 Hypothesis

Hypothesis testing in this research used Pearson Product Moment correlation analysis, Regresses Simple and Determination Coefficient with the helping program of *IBM SPSS Statistics 21 for Windows*.

4.1.4.1 Correlation Product Moment

The value of coefficient correlation (r_{count}) could be seen on the table *Correlations* column *Pearson Correlation*. (See Appendix 8)

Based on the analysis *Correlation Pearson Product Moment* that had been done. The value of coefficient correlation *Pearson Product Moment* (r) for the correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) was 0.376.

The following table showed the interpretation of coefficient correlation for knowing the level correlation.

Table 4.10 The Level Correlation between Teacher Guidance with the Students' Teaching Skills of Field Experience Practice (PPL)²

Coefficient Interval	Level Correlation
0.00 - 0.199	Very Low
0.20 - 0.399	Low
0.40 - 0.599	Medium
0.60 - 0.799	Strong
0.80 - 1.000	Very Strong

Based on the table indicated that the value of the coefficient correlation was 0.376. It meant that there was a low correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational program at IAIN Parepare.

²Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 257.

If r_{count} is greater than r_{table} , H_0 is rejected and H_a is accepted. On the contrary, if r_{count} is lower than r_{table} , H_0 is accepted and H_a is rejected. Based on the result of the computation that had been achieved where $r_{count} = 0.376 \geq r_{table} = 0.236$ for the level of significance 0.05, it showed that the null hypothesis (H_0) was rejected. It meant that there was a positive significant correlation between the variable X and the variable Y. It could be concluded that there was the correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational program at IAIN Parepare.

4.1.4.2 Simple Linear Regression and Coefficient Determination

To know the constant value (a) and the value of coefficient regression (b) could be seen in table *output Coefficients*. The value of F and R^2 could be seen in the table *output Model Summary*. (See Appendix 8)

The following table showed the calculation of simple linear regression.

Table 4.11 The Calculation of Simple Linear Regression

Statement	Value
Constants (a)	110.549
Coefficient Regression (b)	0.656
F_{count}	11.047
T_{count}	3.324
R (Coefficient Correlation)	0.376
R^2 (Coefficient Determination)	0.142
Significance	0.001

Finding the regression equation significance could be seen by comparing the value of $F_{count} = 11.047$ and the value of $F_{table} = 3.98$. It meant that the regression equation could be used to be predicted. Where $F_{count} 11.047 \geq F_{table} 3.98$.

The data in the table showed the value of the regression equation where $a = 110.549$ and $b = 0.656$. Refer to the formula of regression $Y' = a + bX$, it could be found the regression equation line $Y' = 110.549 + 0.656 X$. For every rise of the students' teaching skills of Field Experience Practice (PPL) in the amount of one unit, so the teacher guidance rises in the amount of 0.656.

Then, by comparing the value of the t_{count} with the t_{table} , it can also show the influence of the independent variable to the dependent variable. Based on the table above, it showed the value of $t_{count} = 3.324$ and $t_{table} = 1.996$ which meant that the value of t_{count} was greater than the value of t_{table} . It could be concluded that the independent variable influence the dependent variable.

Whereas the value of sig. teacher guidance variable = $0.000 < 0.05$ so H_0 was rejected which meant that teacher guidance had the positive and significant influence on the students' teaching skills of Field Experience Practice (PPL). The higher of the value of teacher guidance, the higher of the value of the students' teaching skills of Field Experience Practice (PPL).

The amount of the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) can be achieved by count the value of the coefficient correlation of determination (R^2) was 0.142. It could be concluded that the amount of teacher guidance influence towards the students' teaching skills of Field Experience Practice (PPL) was 14.20% and another 85.80% was affected by the other variables which were not observed in this research.

4.2 Discussion

This part elaborates deeply about the findings of this research in accordance with the basic theories which were elaborated in chapter II. It aimed to describe the achievements of the objectives of the research after activities. The research is aimed at finding out whether is there any influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.

Before the researcher explain about the result of the research, the first the researcher describes that with the existence of teacher guidance as for the responsible for the students of Field Experience Practice (PPL) in the school. The duties of teacher guidance in Field Experience Practice (PPL) included to give direction knowing the situation and condition of the school, guide the students making Learning Plans (RPP), set the schedule for the students teaching practice, controlling the students when teaching in the class, organizing the students' assessment within academic and extracurricular activities, and assessing guided and self-directed the students. It will give a positive impact on developing to the students' teaching skills of Field Experience Practice (PPL). There is eight component of teaching skills that the students of Field Experience Practice (PPL) have to own such as:/ 1) Set Induction and Closure; 2) Explaining; 3) Questioning; 4) Variation Stimulus; 5) Reinforcement; 6) Classroom Management; 7) Small Group and Individual Teaching and 8) Guiding Small Discussion.

The total items of the questionnaire statements are 80 items which are divided into two parts. Where item number one until number twenty-seven related to independent variable (teacher guidance) and the item number twenty-eight until

number eighty related to the statements about the dependent variable (the students' teaching skills of Field Experience Practice (PPL)). The score classifications are always = 4, often = 3, seldom = 2, and never = 1. After the researcher conducts an analysis, the researcher will identify some of the results of research that have been carried out in accordance with the guidelines that have been used in this research.

The result of the students' questionnaire showed that most of the students felt always with all of the statements. It also brought the researcher to get the valid data about the influence of teacher guidance to the students' teaching skills of Field Experience Practice (PPL). Because if the students did not get the helping from teacher guidance, basic teaching skills as described in this study and the students did not know about that, it would make the data becomes weak and invalid. So, the researcher took the data through the questionnaire. Then, the percentage of the questionnaire was very strong reliability which means teacher guidance influences the students' teaching skills of Field Experience Practice (PPL).

The result of descriptive statistics of trend category distribution of teacher guidance from 69 students stated that teacher guidance was included in the score 26 – 42 categorized as very bad, score 43 – 58 categorized as bad, score 59 – 74 categorized as medium, score 75 – 90 categorized as good, and score 91 – 106 categorized as very good. Based on the data of the score of the questionnaire's statements, there were 18 students in the score 43 – 58 that got the percentage 26%, 29 students in the score 59 – 74 that got the percentage 42%, 20 students in the score 75 – 90 that got the percentage 29%, 2 students in the score 91 – 106 that got the percentage 3%, then there were no students the other score classification. From the results of descriptive statistics of trend category distribution of teacher guidance, it

could be concluded that the presence of teacher guidance as for the responsible and guide the students of Field Experience Practice (PPL) is not fully worth very good category. This was evidenced by the category scores that students of Field Experience Practice (PPL) given to teacher guidance mostly reside in the medium category.

The result of descriptive statistics of trend category distribution of the students' teaching skills of Field Experience Practice (PPL) from 69 students stated that the students' teaching skills of Field Experience Practice (PPL) were included in the score 50 – 90 categorized as very bad, score 91 – 130 categorized as bad, score 131 – 170 categorized as medium, score 171 – 210 categorized as good, and score 211 – 250 categorized as very good. Based on the data of the score of the questionnaire's statements, there were 10 students in the score 91 – 130 that got the percentage 14%, 42 students in the score 131 – 170 that got the percentage 61%, 17 students in the score 171 – 210 that got the percentage 25%, then there were no students the other score classification. From the results of descriptive statistics of trend category distribution of the students' teaching skills of Field Experience Practice (PPL), it could be concluded that the students' teaching skills of Field Experience Practice (PPL) are also mostly in the medium category. There were no the students who score in a very good category. This showed that the students did not fully apply the eight basic teaching skills.

Based on analysis *Correlation Pearson Product Moment* that had been done. The value of the coefficient correlation was 0.376. Refers to the lever correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) was included low correlation. It meant that there was a low correlation

between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.

The low correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) because of the lack of teacher guidance participation in providing explanations of the activities of the learning process to the students of Field Experience Practice (PPL). This certainly has an impact on the students of Field Experience Practice (PPL) in the classroom. Teacher guidance in this study must direct and guide the students of Field Experience Practice (PPL). There are several main things that must be done in teaching including: set induction the initial activity undertaken by teachers to focus the attention of the students on the material to be studied, closure as the final activity performed by teachers both of alone and together with the students to summarize the content of the lessons, explaining as the core of learning activities in the classroom where the explanation must be in accordance with the learning objectives, students' abilities, and the needs of students by monitored by teacher guidance, questioning as a skill in the form of questions conveyed by the teacher to obtain answers or feedback from the students related to the material learned so as to improve understanding of the students, variation stimulus as teacher activity in classroom by creating a new condition that allows the students do not feel bored with the lesson, reinforcement as a form of positive stimulus given by the teacher to the students both verbal or non-verbal so as to encourage the improvement of the quality of students behavior, classroom management as activities to create optimal classroom conditions and control a pleasant atmosphere to achieve learning goals.

By computation that had been achieved where $r_{count} = 0.376 \geq r_{table} = 0.236$ for the level of significance 0.05, because r_{count} is greater than r_{table} , H_0 is rejected and H_a is accepted. It meant that there was a positive significant correlation between the variable X and the variable Y. It could be concluded that there was the correlation between teacher guidance with the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational program at IAIN Parepare. It showed that teacher guidance was carrying out his duties well that will certainly have a positive impact on the students' teaching skills of Field Experience Practice (PPL) in the school. Otherwise, teacher guidance does not responsible for the student of Field Experience Practice (PPL) in the school enabling the students' teaching skills of Field Experience Practice (PPL) to decline.

Based on the result of Simple Linear Regression that had been done. The regression equation significance could be seen by comparing the value of $F_{count} = 11.047$ and the value of $F_{table} = 3.98$. It meant that the regression equation could be used to be predicted because of the value of $F_{count} 11.047 \geq F_{table} 3.98$.

The value of the regression equation where $a = 110.549$ and $b = 0.656$. Refer to the formula of regression $Y' = a + bX$, it could be found the regression equation line $Y' = 110.549 + 0.656 X$. For every rise of the students' teaching skills of Field Experience Practice (PPL) in the amount of one unit, so the teacher guidance rises in the amount of 0.656. Then, by comparing the value of the t_{count} with the t_{table} , it can also show the influence of the independent variable to the dependent variable. Based on the table above, it showed the value of $t_{count} = 3.324$ and $t_{table} = 1.996$ which meant that the value of t_{count} was greater than the value of t_{table} . It could be concluded that the independent variable influence the dependent variable. In the same

line with the results of Syamsul HS and Ninik's research cited by Dea Natalia S in her journal that the involvement of teacher guidance is very influential on the smooth implementation of Field Experience Practice (PPL) and students who are guided by teacher guidance are effective, the success of Field Experience Practice (PPL) is higher than lack of teacher guidance.³ Based on the statement, it could be understood that teacher guidance realizes the task of providing guidance to students to better master eight basic teaching skills. It certainly will be soft to make students more confident in teaching.

Whereas the value of sig. teacher guidance variable = $0.000 < 0.05$ so H_0 was rejected which meant that teacher guidance had the positive and significant influence on the students' teaching skills of Field Experience Practice (PPL). The higher of the value of teacher guidance, the higher of the value of the students' teaching skills of Field Experience Practice (PPL).

The amount of the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) can be achieved by count the value of the correlation coefficient of determination (R^2) was 0.142. By looking at the value, it meant teacher guidance contributing to the students' teaching skills of Field Experience practice (PPL) was 14.20%. The students' teaching skills are not only influenced by teacher guidance. It can be seen from the value of the coefficient of determination (R^2) was 14.20% and another 85.80% was affected by the other variables which were not observed in this research. Factors that affect the students' teaching skills of Field Experience Practice (PPL) is internal and external factors. The internal factors come from within such usability to learn, high self-esteem, and a

³Dea Natalia S, "Pengaruh Micro Teaching dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa PPL FKIP UNS Surakarta."

willingness to socialize. The external factors come from outside such as the support of parents and friends, guidance from lecturers, and the environment.

Based on the findings through the questionnaire, it has been found that the teacher guidance has the positive and significant influence on the students' teaching skills of Field Experience Practice (PPL). The previous studies found that teacher guidance affected the students' teaching ability and has important roles during the implementation of Field Experience Practice (PPL), then the present study has proved that the previous studies have the same result where the teacher guidance influence the students' teaching skills of Field Experience Practice (PPL).

From the description above, it can be summarized that focused on the result of the questionnaire the researcher stated that teacher guidance could influence the students' teaching skills of Field Experience Practice (PPL). In addition, considering teacher guidance as one of the important components in the implementation of Field Experience Practice (PPL) could help the students of Field Experience Practice (PPL) to apply the eight basic teaching skills during the learning process. It could increase the students' performance as a prospective teacher and they will be more master the eight basic teaching skills. It is expected to improve the students' learning success in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss two items namely conclusion and suggestion based on the result from accumulating of data analysis through quantitative analysis of the research about the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) of Islamic Educational program at IAIN Parepare.

5.1 Conclusion

Based on the data analysis in the previous chapter, the researcher puts forward the following conclusions:

According to the finding of this research, the students' teaching skills of Field Experience Practice (PPL) interest was positively affected by teacher guidance design by the result of the questionnaire.

The research of data analysis showed that there was the positive significant correlation between the variable X and the variable Y. Based on the result of the computation that had been achieved where $r_{count} = 0.376$ and $r_{table} = 0.236$ for the level of significance 0.05, it meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The conclusion was teacher guidance influences the students' teaching skills of Field Experience Practice (PPL). The value of the regression equation where $a = 110.549$ and $b = 0.656$. Refer to the formula of regression $Y' = a + bX$, it could be found the regression equation line $Y' = 110.549 + 0.656X$. Then by comparing the value of the t_{count} with the t_{table} , it could also show the influence of the independent variable to the dependent variable. The value of $t_{count} = 3.324$ and $t_{table} = 1.996$ which meant that the value

of t_{count} was greater than the value of t_{table} . Whereas the value of sig. teacher guidance = $0.000 < 0.05$ so H_0 was rejected which meant that teacher guidance had the positive and significant influence towards the students' teaching skills of Field Experience Practice (PPL). The amount of the influence of teacher guidance towards the students' teaching skills of Field Experience Practice (PPL) can be achieved by count the value of the coefficient correlation of determination (R^2) was 0.142. It could be concluded that the amount of teacher guidance influence towards the students' teaching skills of Field Experience Practice (PPL) was 14.20% and another 85.80% was affected by the other variables which were not observed in this research.

5.2 Suggestion

In considering with the conclusion of this research, the researcher further proposed some suggestions to the Tarbiyah and Adab department, teacher guidance, the students of Field Experience Practice (PPL), and the next researcher as follow:

Tarbiyah and Adab department is expected to give the image to the teacher guidance related to his duties at the time of Field Experience Practice (PPL) implementation.

Teacher guidance is expected to provide maximum guidance, monitor how to teach the students, provide input and critique of how to teach the students, and also sharing experiences with students how to be a good teacher.

The students of Field Experience Practice (PPL) are expected to develop their competence because they are not everything in school is learned in college. Development competence can be done by practicing teaching (microteaching) with friends colleagues so they can hone their competencies. In addition, because of the

task teachers are not only teaching, but also expected to be more active in understanding character of students and administration in school.

Then researcher suggested to other researchers that the influence of teacher guidance that influences the students' teaching skills of Field Experience Practice (PPL). Last, the researcher hopes the result of this research can be used as an additional reference.



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APPENDICES

PAREPARE

Appendix 1. The Instrument of the Research

ANGKET PENELITIAN
THE INFLUENCE OF TEACHER GUIDANCE TOWARDS THE STUDENTS’
TEACHING SKILLS OF FIELD EXPERIENCE PRACTICE
(PPL) OF ISLAMIC EDUCATIONAL PROGRAM
AT IAIN PAREPARE

Angket ini bertujuan untuk mengumpulkan data tentang “Pengaruh Guru Pamong terhadap Keterampilan Mengajar Mahasiswa Praktik Pengalaman Lapangan (PPL).

I. Petunjuk

- 1.1 Isilah identitas anda secara lengkap dan benar!
- 1.2 Bacalah pernyataan berikut dengan teliti!
- 1.3 Pilihlah alternatif jawaban yang benar-benar sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan Praktik Pengalaman Lapangan (PPL) dan beri tanda (√) pada kolom jawaban.
- 1.4 Jawablah dengan sejujurnya karena angket ini tidak akan mempengaruhi nilai anda di kampus!
- 1.5 Jawaban angket ini akan dirahasiakan.
- 1.6 Atas partisipasi teman-teman mahasiswa diucapkan terima kasih.

Keterangan:

Kriteria	Skor
Selalu (SS)	4
Sering (S)	3
Kadang-kadang (KK)	2
Tidak Pernah (TP)	1

II. Identitas

2.1 Nama :

2.2 Nim :

III. Daftar Pernyataan Penelitian

3.1 Guru Pamong

NO	PENYATAAN	SS	S	KK	TP
1.	Menjelaskan kepada mahasiswa tentang tugas seorang guru pada awal kegiatan PPL.				
2.	Menjelaskan kepada mahasiswa tentang sikap seorang guru pada awal kegiatan PPL.				
3.	Membantu mahasiswa dalam merencanakan kegiatan non-teaching pada awal kegiatan PPL.				
4.	Membimbing mahasiswa untuk bersosialisasi dengan mahasiswa PPL lainnya di sekolah.				
5.	Membimbing mahasiswa untuk bersosialisasi dengan guru lain di sekolah.				
6.	Membimbing mahasiswa untuk bersosialisasi dengan pegawai di sekolah.				
7.	Memperkenalkan mahasiswa kepada peserta didik di dalam kelas.				
8.	Menjelaskan kepada mahasiswa masalah yang biasa terjadi di dalam kelas.				
9.	Menjelaskan kepada mahasiswa peraturan di dalam kelas.				

10.	Menilai mahasiswa pada saat melakukan observasi.				
11.	Memberikan Silabus kepada mahasiswa sebagai bahan yang akan dikembangkan.				
12.	Menjelaskan kepada mahasiswa komponen yang harus ada di dalam RPP.				
13.	Membantu mahasiswa dalam menentukan media pembelajaran.				
14.	Membantu mahasiswa dalam mempersiapkan media pembelajaran.				
15.	Membantu mahasiswa dalam penggunaan media pembelajaran.				
16.	Memberikan mahasiswa buku paket sebagai pegangan di dalam mengajar (bahan ajar).				
17.	Membantu mahasiswa merangkum materi ajar (membatasi materi ajar).				
18.	Membantu mahasiswa dalam pembuatan format penilaian peserta didik.				
19.	Membatasi jadwal mengajar mahasiswa dalam sepekan.				
20.	Pada saat mengajar terbimbing guru pamong berada di dalam kelas.				
21.	Membantu mahasiswa dalam proses belajar mengajar di dalam kelas.				

22.	Memberikan tindak lanjut terhadap cara mengajar mahasiswa.				
23.	Berdiskusi dengan dosen pembimbing terkait dengan cara mengajar mahasiswa.				
24.	Mengatur pembagian tugas mahasiswa dalam kegiatan akademik.				
25.	Mengatur pembagian tugas mahasiswa dalam kegiatan ekstra-kurikuler.				
26.	Menilai pengajaran terbimbing mahasiswa.				
27.	Menilai pengajaran mandiri mahasiswa.				

3. 2 Keterampilan Mengajar Mahasiswa

NO	KOMPONEN KETERAMPILAN	SS	S	KK	TP
A	MEMBUKA PELAJARAN				
28.	Menggunakan media pembelajaran.				
29.	Menggunakan pola interaksi pembelajaran yang bervariasi.				
30.	Menimbulkan kehangatan.				
31.	Menimbulkan antusias.				
32.	Menimbulkan rasa ingin tahu.				
33.	Mengemukakan ide yang bertentangan.				
34.	Memerhatikan minat peserta didik.				
35.	Mengemukakan tujuan pembelajaran.				
36.	Mengemukakan batas-batas tugas.				

	37.	Menyampaikan langkah-langkah yang akan dilakukan.				
	38.	Mengingatn masalah pokok yang akan dibahas.				
	39.	Mengajukan beberapa pertanyaan.				
	40.	Memberikan kaitan antara materi sebelumnya dengan materi yang akan dipelajari.				
B	MENUTUP PELAJARAN					
	41.	Merangkum atau menyimpulkan hasil pembelajaran.				
	42.	Mengeksplorasi pendapat peserta didik.				
	43.	Memberikan soal-soal tertulis (PR).				
C	MENJELASKAN PELAJARAN					
	44.	Menjelaskan sesuai dengan tujuan pembelajaran.				
	45.	Menjelaskan sesuai dengan kemampuan peserta didik.				
	46.	Menguasai materi yang akan dijelaskan.				
	47.	Materi yang dijelaskan bermanfaat bagi peserta didik.				
	48.	Menyertakan contoh dalam pemberian penjelasan.				
	49.	Memberikan penjelasan pada saat peserta				

	50.	Penjelasan diselingi dengan tanya jawab.				
D	BERTANYA					
	51.	Pengungkapan pertanyaan secara jelas dan singkat.				
	52.	Pemberian acuan supaya peserta didik dapat menjawab dengan tepat.				
	53.	Pemusatan ke arah jawaban yang diminta.				
	54.	Pemindahan giliran menjawab.				
	55.	Penyebaran pertanyaan.				
	56.	Pemberian waktu berfikir dalam mengajukan pertanyaan.				
E	MENGADAKAN VARIASI					
	57.	Variasi gaya mengajar (variasi suara, variasi gerak badan dan mimik, posisi guru, dan kontak pandang).				
	58.	Variasi penggunaan media.				
	59.	Variasi dalam penggunaan metode.				
	60.	Variasi dalam pola interaksi.				
F	MEMBERI PENGUATAN					
	61.	Memberikan penguatan secara verbal berupa kalimat menghargai seperti bagus dan sebagainya.				
	62.	Memberikan penguatan secara gesture dalam bentuk mimik, gerak, dan tepuk tangan.				

	63.	Memberikan penguatan dengan mendekati peserta didik.				
	64.	Memberikan penguatan dengan sentuhan seperti menepuk pundak atau bersalaman.				
	65.	Memberikan hadiah baik berupa benda maupun tulisan.				
	66.	Penguatan dengan memberikan kesempatan untuk membantu temannya yang mengalami kesulitan belajar.				
G	MENGELOLA KELAS					
	67.	Memperhatikan sikap peserta didik.				
	68.	Memperhatikan tempat duduk peserta didik.				
	69.	Menunjuk sikap tanggap.				
	70.	Membagi perhatian peserta didik dengan visual ataupun verbal.				
	71.	Memodifikasi tingkah laku.				
	72.	Mengelola kelompok.				
	73.	Menghindari campur tangan yang berlebihan terhadap hal-hal pribadi peserta didik.				
	74.	Menghindari penyimpangan dari tujuan.				
H	MENGAJAR KELOMPOK KECIL DAN PERORANGAN					
	75.	Pendekatan pribadi seperti menciptakan keakraban dan kedekatan antara guru dengan peserta didik.				

	76.	Mengorganisasi kebutuhan peserta didik.				
	77.	Melakukan bimbingan di dalam belajar.				
I	MENGAJAR DISKUSI KELOMPOK KECIL					
	78.	Memusatkan perhatian peserta didik pada tujuan dan topic diskusi.				
	79.	Menganalisis pendapat peserta didik.				
	80.	Menyebarkan kesempatan berpartisipasi.				



Appendix 2. Tabulation of the Data

NO	NAME	ITEM																									TOTAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	17	18	19	20	21	22	23	24	25	26		27
1	MR	2	2	4	1	3	2	4	3	1	4	4	2	2	1	2	2	4	1	2	1	1	1	4	1	2	4	60
2	SH	3	2	2	2	3	1	4	4	3	4	4	4	1	2	1	2	3	2	2	3	2	1	4	3	4	4	70
3	RA	2	3	2	3	4	3	4	4	4	2	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	65
4	HH	4	4	2	2	2	2	4	4	2	3	1	2	4	4	4	2	4	1	1	2	2	1	4	4	4	4	73
5	PI	4	3	3	1	4	4	4	4	4	3	4	1	1	1	1	2	2	3	4	4	4	2	3	1	4	4	75
6	MN	2	3	3	2	2	2	3	3	3	2	3	3	2	1	1	1	3	2	2	1	1	1	3	1	2	2	54
7	SA	3	1	2	2	2	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	1	1	3	4	73
8	DA	1	1	1	1	1	1	4	2	2	2	1	4	3	2	1	4	1	4	2	2	1	1	1	1	2	2	48
9	HI	3	4	2	1	2	2	2	4	3	4	2	2	3	2	2	4	2	4	4	2	3	1	4	1	3	3	69
10	RZA	4	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	82
11	NA	2	2	4	4	4	2	4	4	4	4	4	4	2	2	2	2	4	4	2	2	3	2	3	2	3	4	79
12	NH	2	3	2	1	1	1	3	3	1	1	4	3	2	1	1	3	2	2	3	3	1	1	1	1	2	2	50
13	FH	3	3	1	1	2	2	4	4	2	1	3	2	2	1	1	2	3	4	3	2	4	3	1	1	2	4	61
14	SI	4	3	3	4	3	2	4	2	4	3	4	4	2	2	3	4	3	1	2	2	3	2	2	2	3	4	75
15	NI	1	1	1	1	1	1	1	2	1	1	4	2	1	2	1	2	3	4	1	1	2	1	3	1	2	3	44
16	RI	3	4	3	2	2	2	4	3	4	4	3	2	3	1	1	1	4	3	3	1	2	1	1	1	3	4	65
17	AA	3	3	4	3	2	3	4	4	3	3	4	3	3	2	2	2	3	4	2	3	3	2	3	1	3	3	75
18	NAH	4	4	2	3	3	3	4	4	4	3	4	4	3	3	3	4	4	4	2	2	2	2	3	1	4	4	83
19	MAH	2	2	2	2	3	3	4	4	4	1	4	4	2	2	2	4	2	3	2	2	3	1	4	2	2	4	70
20	RNA	1	3	4	3	2	4	4	4	3	3	4	4	4	4	4	4	4	3	1	2	2	2	2	1	2	3	77
21	HTI	3	2	2	2	2	1	4	2	2	4	4	4	1	1	1	2	1	4	1	1	1	2	1	1	1	4	54
22	MNA	4	2	4	4	4	4	4	4	4	2	4	4	3	3	3	4	2	4	2	4	2	1	4	1	4	4	85
23	NAA	4	2	4	4	4	4	4	4	4	4	4	4	2	2	2	2	2	4	2	4	1	1	4	1	1	3	77
24	NUH	4	2	4	4	4	4	4	4	4	4	4	4	4	3	2	4	1	3	2	2	1	1	4	3	4	4	84

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25	NAM	3	3	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	2	3	1	1	1	4	4	76
26	NMA	2	1	3	3	4	4	3	2	1	4	4	2	1	2	2	2	4	3	4	3	2	2	4	3	4	73
27	HRA	4	4	3	3	4	4	4	3	4	4	3	3	2	2	2	4	3	4	4	2	3	2	3	2	4	84
28	SYA	3	3	2	1	2	2	4	4	4	3	4	1	1	1	1	2	2	3	4	4	4	2	3	1	4	69
29	SN	3	3	3	3	2	2	3	2	2	2	3	3	3	4	4	2	3	3	2	2	3	2	3	2	2	69
30	RDA	4	4	3	3	3	3	3	3	2	3	4	4	2	2	2	2	4	4	2	3	2	2	2	2	3	74
31	PY	3	2	3	1	4	4	4	4	4	4	3	4	3	2	2	4	4	4	2	3	3	4	1	1	1	75
32	SY	2	3	2	2	2	2	2	3	3	2	4	4	2	2	2	2	2	2	2	3	2	2	1	1	3	59
33	NI	4	4	4	1	2	1	2	1	2	3	3	1	1	1	1	4	1	1	1	1	2	1	1	1	4	52
34	EI	3	3	2	2	1	2	2	1	3	3	2	3	1	1	2	3	1	1	2	2	2	2	1	1	4	54
35	MH	4	3	2	1	1	1	4	4	2	2	4	4	3	2	2	3	3	4	2	3	1	1	4	4	2	68
36	MUH	4	4	2	1	2	2	3	4	4	4	2	4	3	2	2	4	2	3	2	3	4	1	2	2	4	74
37	SWA	4	4	2	1	2	2	4	4	4	4	4	4	3	2	2	4	2	3	2	3	4	1	2	2	4	77
38	AA	3	4	2	1	4	4	4	4	4	3	2	3	4	3	3	4	3	2	4	1	3	2	1	1	4	77
39	UA	4	4	2	2	4	3	4	3	4	4	2	4	3	4	4	3	2	1	3	2	3	4	2	2	3	79
40	MD	2	1	1	1	1	1	4	1	2	4	4	4	4	4	4	2	1	4	1	1	1	1	4	4	4	65
41	KI	4	3	2	2	3	3	4	4	3	4	1	4	3	3	3	2	3	3	3	4	4	1	2	1	3	76
42	UY	3	2	3	1	1	2	4	3	2	1	2	3	2	1	1	4	1	1	3	2	1	1	1	1	3	52
43	WN	2	3	1	1	2	2	3	3	1	1	3	3	3	3	2	1	1	3	1	1	2	2	2	3	4	57
44	YF	2	3	1	1	3	2	4	3	2	3	4	2	4	3	1	4	1	2	1	2	1	1	1	1	2	58
45	MTA	2	2	2	4	4	2	2	4	3	4	4	3	4	4	2	2	2	4	3	3	4	3	2	2	4	79
46	II	4	4	4	1	3	3	2	2	3	3	4	4	3	2	2	4	4	4	2	2	4	2	1	1	3	74
47	HD	1	1	1	1	1	1	4	4	2	3	3	2	2	2	2	2	2	3	2	2	1	3	4	1	4	58
48	MAH	3	3	1	1	4	4	4	3	3	3	4	2	2	1	1	3	2	4	4	2	3	1	1	3	4	70
49	AF	3	3	3	2	2	2	4	4	4	3	4	3	1	1	2	3	1	2	2	2	2	4	2	4	2	68
50	FN	3	2	4	4	4	3	3	2	2	2	4	3	2	1	2	3	2	4	1	1	1	2	3	3	3	66
51	IL	2	3	2	1	2	1	4	2	1	1	4	2	2	1	1	3	2	2	2	2	2	1	4	2	2	53
52	BN	3	4	4	4	3	3	4	3	3	4	4	4	3	3	4	3	1	4	4	3	1	3	4	1	3	83

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53	RTI	3	3	2	3	4	3	3	4	3	3	2	1	1	1	1	2	1	3	2	2	2	1	3	3	3	3	62	
54	IRI	3	1	2	2	2	1	4	3	3	2	4	3	2	1	2	2	4	1	2	2	1	2	3	1	3	3	59	
55	DAH	1	1	1	1	2	2	3	2	1	1	4	2	1	1	1	4	1	4	4	2	1	2	4	1	4	4	55	
56	ZR	3	4	3	4	4	4	4	4	4	2	4	3	3	3	4	4	4	4	4	4	2	2	4	4	4	4	93	
57	FNI	3	3	2	2	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	2	2	1	2	2	57	
58	NDA	3	1	1	1	1	1	3	1	1	3	4	2	1	1	1	1	2	1	3	1	1	1	1	1	4	4	45	
59	NNI	3	4	3	2	2	2	4	3	3	4	4	3	2	2	2	3	4	4	4	2	2	1	4	1	3	3	74	
60	SNI	4	4	4	4	3	4	4	4	4	4	4	4	3	4	3	3	3	3	4	4	3	2	3	3	4	4	93	
61	AIN	3	3	1	1	2	1	3	3	3	3	4	2	2	2	2	3	2	4	4	1	2	2	1	2	3	3	62	
62	HK	3	3	1	1	3	1	4	4	3	1	4	4	1	1	3	4	3	3	4	4	4	1	1	1	4	4	70	
63	AH	4	3	1	2	2	2	4	4	1	4	3	4	1	2	1	3	2	2	2	1	1	4	4	3	3	3	66	
64	INI	3	3	2	2	2	2	4	2	2	3	2	2	2	2	2	2	1	1	1	1	2	1	3	2	2	1	52	
65	MAH	2	3	1	4	3	2	2	4	4	3	4	4	1	1	1	2	2	3	2	1	3	4	3	1	4	2	66	
66	MRI	4	4	4	2	2	2	2	4	4	2	2	1	1	2	1	1	2	3	1	1	1	1	2	1	3	2	55	
67	SIN	3	3	3	2	2	2	2	2	3	2	4	4	3	4	3	3	3	4	2	2	2	2	3	3	3	3	72	
68	YA	4	4	4	4	4	3	4	3	4	1	4	4	2	3	2	4	1	4	3	3	3	2	4	3	3	3	83	
69	ADR	3	2	2	1	1	1	1	2	2	2	1	1	2	2	1	3	2	4	1	1	1	1	1	4	1	1	2	45



N O	NAM E	ITEM																														TOTA L																							
		2	3	4	5	7	8	9	10	11	12	13	14	15	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53			
1	MR	4	3	3	3	3	1	3	4	4	3	4	2	2	2	3	4	4	4	4	2	2	2	2	4	2	1	4	1	2	3	4	3	2	3	1	2	4	3	2	3	1	2	1	3	4	2	3	3	2	2	135			
2	SH	4	4	2	3	4	4	4	4	4	3	4	3	3	4	4	3	3	4	4	3	3	2	3	3	3	4	3	3	4	3	3	4	4	3	2	2	3	3	3	2	4	3	4	3	4	3	4	3	3	3	165			
3	RA	2	2	2	2	3	4	3	3	3	3	1	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	3	2	3	2	2	2	2	2	2	2	3	2	2	3	119				
4	HH	4	4	4	4	3	3	3	2	4	4	4	4	4	4	4	3	4	4	4	4	2	3	3	4	4	3	3	3	3	4	4	4	4	1	4	4	2	3	3	4	4	4	3	4	4	4	4	4	4	177				
5	PI	4	3	4	4	4	4	2	4	4	4	4	3	2	4	3	3	3	4	3	3	4	4	4	4	3	4	2	2	2	3	4	4	3	1	1	4	4	4	4	3	3	3	3	3	3	3	3	3	4	164				
6	MN	3	2	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	2	2	2	3	3	3	2	3	2	2	3	3	3	4	3	2	2	4	4	3	2	3	4	3	2	3	3	4	4	4	3	142			
7	SA	4	3	3	3	3	3	3	2	2	3	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3	1	4	3	3	4	4	4	4	4	3	2	4	4	4	3	4	4	1	1	4	1	2	2	2	3	160			
8	DA	3	2	2	3	4	4	4	3	4	3	3	3	3	4	3	3	4	4	4	4	3	2	4	4	3	4	4	2	3	4	4	4	3	4	1	3	4	4	2	3	3	4	3	3	4	1	2	4	3	4	163			
9	HI	4	3	3	3	4	3	4	4	4	3	2	3	2	4	4	4	4	4	4	2	2	2	3	4	3	2	3	2	3	3	3	3	4	3	1	3	4	4	2	3	2	4	3	3	4	2	2	3	3	3	154			
10	RZA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	150			
11	NA	3	4	3	3	3	3	3	3	3	2	2	3	2	3	3	3	3	2	3	2	3	2	2	3	2	2	2	2	2	2	2	3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	2	1	127					
12	NH	3	2	2	2	3	2	2	1	2	2	3	2	4	2	2	2	4	4	3	2	2	2	2	2	1	4	4	3	2	3	3	4	3	1	2	2	3	3	4	4	3	3	3	2	3	1	2	3	2	3	128			
13	FH	4	3	3	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	3	3	4	4	4	3	4	4	4	3	3	3	2	4	4	3	3	4	3	3	1	4	3	3	4	4	3	4	176			
14	SI	3	2	3	3	4	3	4	4	3	3	3	3	3	4	4	3	2	3	2	3	2	3	3	2	2	2	2	3	3	4	2	4	4	3	3	2	2	3	4	3	3	2	3	2	3	3	2	2	2	143				
15	NI	4	3	3	3	2	1	2	1	2	4	3	4	3	2	2	3	4	3	4	3	3	1	2	3	2	1	4	2	2	2	2	2	2	1	1	2	2	4	3	3	2	2	1	4	3	4	1	1	4	3	4	127		
16	RI	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	190			
17	AA	3	3	4	4	3	4	2	3	3	4	3	3	2	3	2	2	3	3	3	3	2	3	2	4	4	3	2	2	3	3	4	3	3	2	2	1	3	3	2	2	2	4	3	2	3	3	3	3	2	140				
18	NAH	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	3	4	4	4	3	2	2	3	4	3	3	3	3	2	4	4	4	3	4	4	4	4	181		
19	MA	3	3	3	3	4	2	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	3	3	3	3	3	3	3	4	3	2	2	4	4	4	4	4	3	3	3	3	3	4	3	2	3	2	3	4	4	4	167		
20	RNA	2	4	4	4	2	2	2	3	3	4	2	3	2	3	2	3	4	2	3	2	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	3	3	1	1	2	3	3	3	117	
21	HTI	4	4	3	2	2	2	4	4	4	4	4	4	3	4	4	4	4	4	4	2	2	2	4	3	4	3	4	4	4	4	4	4	4	4	2	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	172		
22	MN	4	4	2	2	3	4	3	4	3	2	4	4	3	4	2	4	4	4	4	4	4	3	3	2	4	4	3	4	3	4	3	3	3	2	3	3	2	4	4	4	2	3	4	1	2	2	2	3	2	2	4	155		
23	NAA	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	1	4	4	4	4	4	4	185		
24	NUH	4	2	4	4	2	3	3	4	4	3	4	2	1	4	2	2	4	2	3	3	2	3	3	3	3	4	3	2	2	3	2	3	2	3	2	2	2	3	2	3	2	3	3	1	2	3	3	4	3	2	2	137		
25	NA	4	3	3	3	3	4	3	4	4	4	3	4	3	4	3	4	3	3	3	2	3	3	3	4	4	3	4	4	3	3	4	4	4	4	2	3	3	3	3	3	3	3	3	4	2	3	4	3	3	3	3	165		
26	NM	3	3	4	4	3	4	2	2	4	3	2	4	2	4	2	4	4	4	4	3	2	3	2	2	4	3	1	3	2	4	3	4	4	4	1	2	3	4	4	3	2	2	3	4	4	4	2	4	4	3	3	154		
27	HRA	3	3	3	3	3	4	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	159	
28	SYA	4	3	4	4	4	4	2	4	4	4	4	3	2	4	3	3	3	4	3	3	4	4	4	4	4	4	3	4	2	2	2	2	3	4	4	3	1	1	4	4	4	4	3	3	3	3	3	3	4	3	3	3	4	165
29	SN	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	185	
30	RDA	3	3	3	2	3	4	3	4	3	4	4	4	4	3	4	4	4	4	3	4	2	3	3	3	2	2	3	3	4	4	3	4	3	4	3	4	3	4	4	4	4	4	3	4	4	3	3	4	3	3	3	3	167	



Appendix 3. The Result of Validity Instrument

Teacher Guidance (X)

Correlation			
Item	Pearson Correlation	Sig. (2-tailed)	N
X ₁	0.479	0.000	69
X ₂	0.393	0.001	69
X ₃	0.473	0.000	69
X ₄	0.610	0.000	69
X ₅	0.683	0.000	69
X ₆	0.720	0.000	69
X ₇	0.409	0.000	69
X ₈	0.519	0.000	69
X ₉	0.653	0.000	69
X ₁₀	0.425	0.000	69
X ₁₁	0.262	0.029	69
X ₁₂	0.480	0.000	69
X ₁₃	0.446	0.000	69
X ₁₄	0.537	0.000	69
X ₁₅	0.615	0.000	69
X ₁₆	0.021	0.867	69
X ₁₇	0.347	0.003	69
X ₁₈	0.370	0.002	69

X ₁₉	0.344	0.004	69
X ₂₀	0.407	0.001	69
X ₂₁	0.580	0.000	69
X ₂₂	0.474	0.000	69
X ₂₃	0.265	0.028	69
X ₂₄	0.255	0.034	69
X ₂₅	0.319	0.008	69
X ₂₆	0.364	0.002	69
X ₂₇	0.350	0.003	69

The Students' Teaching Skills of Field Experience Practice (Y)

Correlation			
Item	Pearson Correlation	Sig. (2-tailed)	N
Y ₁	0.207	0.087	69
Y ₂	0.489	0.000	69
Y ₃	0.504	0.000	69
Y ₄	0.450	0.000	69
Y ₅	0.502	0.000	69
Y ₆	0.211	0.082	69
Y ₇	0.505	0.000	69
Y ₈	0.406	0.001	69
Y ₉	0.539	0.000	69
Y ₁₀	0.436	0.000	69

Y ₁₁	0.540	0.000	69
Y ₁₂	0.510	0.000	69
Y ₁₃	0.453	0.000	69
Y ₁₄	0.580	0.000	69
Y ₁₅	0.586	0.000	69
Y ₁₆	0.207	0.088	69
Y ₁₇	0.589	0.000	69
Y ₁₈	0.634	0.000	69
Y ₁₉	0.550	0.000	69
Y ₂₀	0.464	0.000	69
Y ₂₁	0.689	0.000	69
Y ₂₂	0.490	0.000	69
Y ₂₃	0.459	0.000	69
Y ₂₄	0.384	0.001	69
Y ₂₅	0.496	0.000	69
Y ₂₆	0.538	0.000	69
Y ₂₇	0.597	0.000	69
Y ₂₈	0.489	0.000	69
Y ₂₉	0.498	0.000	69
Y ₃₀	0.472	0.000	69
Y ₃₁	0.472	0.000	69
Y ₃₂	0.494	0.000	69
Y ₃₃	0.632	0.000	69
Y ₃₄	0.593	0.000	69

Y ₃₅	0.555	0.000	69
Y ₃₆	0.569	0.000	69
Y ₃₇	0.395	0.001	69
Y ₃₈	0.354	0.003	69
Y ₃₉	0.618	0.000	69
Y ₄₀	0.511	0.000	69
Y ₄₁	0.486	0.000	69
Y ₄₂	0.483	0.000	69
Y ₄₃	0.655	0.000	69
Y ₄₄	0.634	0.000	69
Y ₄₅	0.377	0.001	69
Y ₄₆	0.262	0.029	69
Y ₄₇	0.616	0.000	69
Y ₄₈	0.602	0.000	69
Y ₄₉	0.594	0.000	69
Y ₅₉	0.462	0.000	69
Y ₅₁	0.427	0.000	69
Y ₅₂	0.469	0.000	69
Y ₅₃	0.583	0.000	69

Appendix 4. The Result of Reliability Instrument

Teacher Guidance (X)**Case Processing Summary**

		N	%
Cases	Valid	69	100.0
	Excluded ^a	0	.0
	Total	69	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.846	26

a. Listwise deletion based on all variables in the procedure.

The Students' Teaching Skills of Field Experience Practice (Y)**Case Processing Summary**

		N	%
Cases	Valid	69	100.0
	Excluded ^a	0	.0
	Total	69	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.942	50

a. Listwise deletion based on all variables in the procedure.

Appendix 5. The Result of Descriptive Statistics

Teacher Guidance (X)**Statistics**

	Teacher Guidance	Teaching Skills
N		
Valid	69	69
Missing	0	0
Mean	67.77	154.97
Std. Error of Mean	1.407	2.451
Median	69.00	157.00
Mode	70 ^a	153 ^a
Std. Deviation	11.687	20.363
Variance	136.592	414.646
Range	49	90
Minimum	44	100
Maximum	93	190
Sum	4676	10693

a. Multiple modes exist. The smallest value is shown

Teacher Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	1.4	1.4	1.4
	45	2	2.9	2.9	4.3
	48	1	1.4	1.4	5.8
	50	1	1.4	1.4	7.2
	52	3	4.3	4.3	11.6
	53	1	1.4	1.4	13.0
	54	3	4.3	4.3	17.4
	55	2	2.9	2.9	20.3
	57	2	2.9	2.9	23.2
	58	2	2.9	2.9	26.1
	59	2	2.9	2.9	29.0
	60	1	1.4	1.4	30.4
	61	1	1.4	1.4	31.9
	62	2	2.9	2.9	34.8

65	3	4.3	4.3	39.1
66	3	4.3	4.3	43.5
68	2	2.9	2.9	46.4
69	3	4.3	4.3	50.7
70	4	5.8	5.8	56.5
72	1	1.4	1.4	58.0
73	3	4.3	4.3	62.3
74	4	5.8	5.8	68.1
75	4	5.8	5.8	73.9
76	2	2.9	2.9	76.8
77	4	5.8	5.8	82.6
79	3	4.3	4.3	87.0
82	1	1.4	1.4	88.4
83	3	4.3	4.3	92.8
84	2	2.9	2.9	95.7
85	1	1.4	1.4	97.1
93	2	2.9	2.9	100.0
Total	69	100.0	100.0	

**The Students' Teaching Skills of Field Experience Practice
(PPL)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100	1	1.4	1.4	1.4
	112	1	1.4	1.4	2.9
	117	1	1.4	1.4	4.3
	119	1	1.4	1.4	5.8
	121	1	1.4	1.4	7.2
	125	1	1.4	1.4	8.7
	127	3	4.3	4.3	13.0
	128	1	1.4	1.4	14.5
	131	1	1.4	1.4	15.9
	134	2	2.9	2.9	18.8
	135	2	2.9	2.9	21.7
	136	1	1.4	1.4	23.2
	137	1	1.4	1.4	24.6
	140	1	1.4	1.4	26.1
	142	1	1.4	1.4	27.5
	143	1	1.4	1.4	29.0
	144	1	1.4	1.4	30.4
149	1	1.4	1.4	31.9	
150	1	1.4	1.4	33.3	
153	4	5.8	5.8	39.1	

154	3	4.3	4.3	43.5
155	3	4.3	4.3	47.8
157	3	4.3	4.3	52.2
158	1	1.4	1.4	53.6
159	1	1.4	1.4	55.1
160	1	1.4	1.4	56.5
162	1	1.4	1.4	58.0
163	1	1.4	1.4	59.4
164	2	2.9	2.9	62.3
165	4	5.8	5.8	68.1
166	1	1.4	1.4	69.6
167	2	2.9	2.9	72.5
169	2	2.9	2.9	75.4
171	1	1.4	1.4	76.8
172	1	1.4	1.4	78.3
173	1	1.4	1.4	79.7
175	2	2.9	2.9	82.6
176	2	2.9	2.9	85.5
177	2	2.9	2.9	88.4
179	1	1.4	1.4	89.9
181	2	2.9	2.9	92.8
182	1	1.4	1.4	94.2
185	2	2.9	2.9	97.1
187	1	1.4	1.4	98.6

	190	1	1.4	1.4	100.0
	Total	69	100.0	100.0	



Appendix 6. The Result of Normality Data

One-Sample Kolmogorov-Smirnov Test

		Teacher Guidance	The Students' Teaching Skills
N		69	69
Normal Parameters ^{a,b}	Mean	67.77	154.97
	Std. Deviation	11.687	20.363
	Most Extreme Differences		
	Absolute	.093	.128
	Positive	.066	.058
	Negative	-.093	-.128
Kolmogorov-Smirnov Z		.773	1.064
Asymp. Sig. (2-tailed)		.588	.207

a. Test distribution is Normal.

b. Calculated from data.



Appendix 7. The Result of Linearity Data

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Teaching Skills * Teacher Guidance	69	100.0%	0	0.0%	69	100.0%

Measures of Association

	R	R Squared	Eta	Eta Squared
Teaching Skills * Teacher Guidance	.376	.142	.733	.538

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teaching Skills * Teacher Guidance	Between Groups	(Combined)	15166.525	30	505.551	1.474	.128
		Linearity	3991.076	1	3991.076	11.640	.002
		Deviation from Linearity	11175.449	29	385.360	1.124	.364
	Within Groups		13029.417	38	342.879		
	Total		28195.942	68			



Appendix 8. Result of Hypothesis

Correlations

		Teacher Guidance	Teaching Skills
Teacher Guidance	Pearson Correlation	1	.376**
	Sig. (2-tailed)		.001
	N	69	69
The Students' Teaching Skills	Pearson Correlation	.376**	1
	Sig. (2-tailed)	.001	
	N	69	69

** . Correlation is significant at the 0.01 level (2-Tailed).

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.376 ^a	.142	.129	19.007

a. Predictors: (Constant), Teacher Guidance

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3991.076	1	3991.076	11.047	.001 ^b
Residual	24204.866	67	361.267		
Total	28195.942	68			

a. Dependent Variable: The Students' Teaching Skills

b. Predictors: (Constant), Teacher Guidance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	110.549	13.560		8.153	.000
	Teacher Guidance	.656	.197	.376	3.324	.001

a. Dependent Variable: The Students' Teaching Skills

Appendix 9. Distribution of r-Table

TABEL III
NILAI-NILAI r PRODUCT MOMENT

N	Tarf Signifikan		N	Tarf Signifikan		N	Tarf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 10. Distribution of t-Table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

dk	α untuk uji dua pihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu pihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 11. Documentation











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B **125** /In.33/PP.00.9/05/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NURLAELAH
Tempat/Tgl. Lahir : SIMPO, 20 Maret 1996
NIM : 14.1100.145
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Agama Islam
Semester : VIII (Delapan)
Alamat : JL. RAJAWALI, DESA PASSENO, KEC. BARANTI, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

" THE INFLUENCE OF TEACHER GUIDANCE TOWARDS TEACHING SKILLS THE STUDENTS OF FIELD EXPERIENCE PRACTICE (PPL) OF ISLAMIC EDUCATIONAL PROGRAM AT IAIN PAREPARE"

Pefaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

7 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi
Muh. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 7 Mei 2018

Nomor : 050 / 327 / Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN)
Parepare
Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 125/Sti.08/PP.00.9/05/2018 tanggal 7 Mei 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : NURLAELAH
Tempat/Tgl. Lahir : Simpo / 20 Maret 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
A l a m a t : Jl. Rajawali, Kec. Baranti, Kab. Sidrap

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE INFLUENCE OF TEACHER GUIDANCE TOWARDS TEACHING SKILLS THE STUDENTS OF FIELD EXPERIENCE PRACTICE (PPL) OF ISLAMIC EDUCATIONAL PROGRAM AT IAIN PAREPARE"

Selama : Tmt. Mei s.d Juni 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
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SURAT KETERANGAN PENELITIAN

Nomor : B- 813 /In.39/PP.00.9/07/2018

Yang bertanda tangan dibawah ini, Rektor Institut Agama Islam Negeri Parepare PIt.
Wakil Rektor Bidang APL menerangkan sesungguhnya bahwa :

Nama : NURLAELAH
Tempat/Tanggal Lahir : Simpo, 20 Maret 1996
Nim : 14.1100.145
Jurusan/ Prodi : Tarbiyah dan Adab/Pendidikan Agama Islam
Alamat : JL. Rajawali, Desa Passeno, Kec. Baranti, Kab. Sidrap

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi :
"THE INFLUENCE OF TEACHER GUIDANCE TOWARDS TEACHING SKILLS THE
STUDENTS OF FIELD EXPERIENCE PRACTICE (PPL) OF ISLAMIC EDUCATIONAL
PROGRAM AT IAIN PAREPARE"

Mulai Bulan Mei s.d. Juni 2018

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

13 Juli 2018



a.n. Rektor,
PIt. Wakil Rektor Bidang APL

Muh. Djunaidi

CURRICULUM VITAE



The researcher was born on March 20th, 1996 in Simpo, Passeno. She is the second child of three siblings; she has two sisters. Her father name is Syarifuddin and her mother name is Rusnah. Her educational background began 2001 in garden school (TK) Darma Wanita, Kec. Baranti, Kab. Sidenreng Rappang and graduate in 2002. She continues her study in the same year in 2002 in SDN 1 Passeno, Kec. Baranti, Kab. Sidenreng Rappang and graduated in 2008. She continued her study at SMPN 3 Baranti, Kab. Sidenreng Rappang and graduated in 2011. She registered in senior High school SMAN 1 Sidrap and graduated in 2014. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took Islamic Educational program of Tarbiyah and Adab department as her major. Finally, she graduated from her study at State Islamic Institute (IAIN) Parepare and has gotten the S1 degree in Islamic Educational program of Tarbiyah and Adab department in 2018 with the title of her skripsi “The Influence of Teacher Guidance towards the Students’ Teaching Skills of Field Experience Practice (PPL) of Islamic Educational Program at IAIN Parepare.”