

Evaluation of the Implementation of Field Experience Practice 1 (PPL) PPG for Prospective PJOK Teacher UNY

Diah Dentaria Ramida¹, Tri Ani Hastuti²

^{1,2}Faculty of Sport Science and Health, Yogyakarta State University, Yogyakarta, Indonesia

ABSTRACT: Low teacher professionalism and the demands for 21st-century learning innovation are crucial issues that must be addressed immediately to ensure the quality of educator graduates. Systemic constraints in the field, such as schedule inconsistencies and minimal lecturer mentoring, often hinder the optimal development of prospective teacher competencies. This study aims to evaluate the effectiveness of the implementation of Field Experience Practice (PPL) I in the Teacher Professional Education Program (PPG) for Prospective Physical Education Teachers (PJOK) at Yogyakarta State University using the CIPP (Context, Input, Process, Product) evaluation model. Mixed methods were applied through questionnaires, interviews, and observations in four partner schools to collect qualitative and quantitative data. The results showed that in terms of context, there was good preparation for provisioning, but in terms of input, there were limitations in space and facilities and a need to improve the quality of mentoring from Field Supervisors (DPL). The process evaluation highlighted the lack of feedback from DPLs, which hampered continuous improvement. The product evaluation confirmed students' ability to design technology-based teaching modules despite time constraints. This study emphasizes the need for more structured communication and mentoring to improve the quality of future practicums. These findings provide a new direction for improving the management of practicums at LPTKs to better align with the actual needs of schools. The study's findings also serve as a foundation for developing a more responsive teacher professional curriculum to produce PE teachers with professional pedagogical skills at the national level.

KEYWORDS: CIPP Model, Evaluation, PPL I

I. INTRODUCTION

In an era of evolving globalization, conventional teaching methods are no longer relevant. Teachers need to innovate and adopt more modern learning approaches. To face the challenges of the times, the teaching and learning process must emphasize the integration of teaching strategies embodied in critical thinking, creativity, communication, and collaboration (4C) (Kembara et al., 2019). To achieve this, teachers need to possess strong competencies in designing and implementing student-centered learning and facilitating the development of 21st-century skills.

According to Article 5 of the Regulation of the Director General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology, No. 2626/B/HK.04.01/2023 concerning teacher competency models, there are four competencies that teachers must possess: pedagogical competency, personality competency, social competency, and professional competency. The Teacher Professional Education (PPG) for Prospective Teachers is a program designed to prepare prospective teachers to possess the competencies necessary to carry out teaching duties. This program aims to equip prospective teachers with pedagogical, professional, social, and personality skills that are in accordance with national education standards.

Hoesny & Darmayanti (2021, p. 127) stated that teacher professionalism in Indonesia remains relatively low. Several contributing factors include: 1) Many teachers are still not fully committed to their profession, possibly due to low salaries, especially for contract teachers; 2) A number of teacher training institutions pay little attention to the quality of their graduates, resulting in suboptimal results during the educational process; and 3) Low teacher motivation to improve their competencies and develop themselves. The second point relates to the implementation of PPL, which has not fully complied with established regulations, such as the lack of comprehensive implementation of PPL stages and the minimal involvement of mentor teachers and supervising lecturers in providing guidance and evaluation. As a result, students' practical teaching experience is not optimally facilitated, potentially hindering their competency development as prospective professional teachers. This situation makes PPG for Prospective Teachers even more crucial in the context of Physical Education, Sports, and Health (PJOK) subjects, given the

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complex challenges in the field, such as the diversity of student physical abilities, limited sports facilities, and the demands of a dynamic curriculum.

Physical Education, Sports, and Health (PJOK) plays a crucial role in the physical, psychological, and social development of students. Teacher competence in PJOK significantly impacts the achievement of these goals. In addition to a thorough understanding of the subject matter, teachers' ability to implement effective learning strategies is crucial for creating an environment that supports students' physical and emotional development. Skilled PJOK teachers can inspire students to actively participate in physical activities, raise their awareness of the importance of a healthy lifestyle, and foster the sportsmanship and discipline that become integral to their character.

Field Experience Practice (PPL) is a crucial component for developing the practical teaching skills of PPG students in a school environment. In the context of Physical Education and Health, mastery of appropriate learning methods and the ability to build positive interactions with students are crucial, given that PJOK prioritizes physical, motor, and social aspects in the learning process. Although no students have failed the PPL to date, this does not necessarily indicate the program's success. The effectiveness of its implementation still needs to be improved, as the primary focus of PPL is not solely on graduation or the number of participants, but rather on improving the quality of prospective teachers so they can teach competently and professionally in the future.

At UNY, the PPG for Prospective PJOK Teachers has been implemented, involving several schools as PPL locations. Although this program is already running, several obstacles remain in its implementation. Based on interviews with eight UNY PPG students on September 19, 2024, 100% of students stated that the deployment schedules for PPL 1 and 2 are often unexpected and not synchronized with the schedules of the schools where the PPL is taking place. In addition, three of the students stated that the supervising teachers did not implement the complete PPL stages, such as observation, orientation, teaching assistance, and guided teaching, but only directly to the independent teaching stage. Meanwhile, three other students stated that all stages were implemented but not sequentially and adjusted to the activities of the supervising teachers. Two students stated that the supervising teachers at their school implemented all PPL I stages with some adjustments. Guidance from the field supervisors was also often minimal or even nonexistent, and the reflections from the supervising teachers were felt to be less than optimal.

The majority of students, 6 out of 8 (75%), stated that their DPLs were only present at school during fieldwork or withdrawal. Meanwhile, the remaining 25% reported that their DPLs provided mentoring at school several times during their first PPL period. Four students also reported that the use of learning media at school was still limited. This includes limitations in the variety and utilization of technology or learning aids that could support a more effective teaching and learning process. This aligns with Triwinarni's (2017, p. 219) statement, which cited several problems in the PPG program: the LPTKs administering the PPG program have not been optimal in implementing this program, as evidenced by several issues such as: a) inadequate learning media, b) inadequate classrooms, and c) frequent announcements of the PPG activity schedule.

An evaluation of the PPG program for Prospective Physical Education Teachers at UNY using the CIPP (Context, Input, Process, Product) evaluation model can provide a more in-depth overview of the program's effectiveness. The context evaluation identifies the teaching competency development needs of prospective teachers, while the input evaluation assesses the feasibility and readiness of existing resources, including the competency of mentor teachers and DPLs in facilitating student learning. The process evaluation demonstrates how the PPL process is implemented in the field, including the involvement of students, mentor teachers, and DPLs, as well as any obstacles encountered in implementing the PPL stages. The product evaluation assesses the final outcome of the program, identifying whether the expected competencies of prospective PJOK teachers have been achieved.

Over the past few years, numerous studies have been conducted to evaluate PPG programs in various fields of study. However, a research gap exists, specifically the limited number of studies specifically examining PPG for Prospective Teachers in the subject of Physical Education (PJOK), particularly regarding the implementation of field experience practices. Against this backdrop, this study aims to evaluate the effectiveness of the PPL I PPG Prospective Teachers (PJOK) program at UNY in improving the teaching competencies of prospective teachers in schools. This study will assess the extent to which this program successfully equips prospective teachers with the skills necessary to face challenges in the field and identify areas that require improvement to make the PPG Prospective Teachers program more effective in meeting educational needs in the era of globalization. The CIPP (Context, Input, Process, Product) evaluation model will be used in this study. This model is an assessment method that has a diverse structure and systematics, but often appears in various similar assessment models. This approach, developed by Stufflebeam, focuses on decision-oriented assessment (Birgili & Kırkıç, 2021, p. 206).

Through an evaluation of the implementation stages of the PPL PPG program, from orientation, observation, teaching assistance, guided learning, to the final reflection discussion, it is hoped that the weaknesses and strengths of the PPL PPG program for Prospective Physical Education Teachers at UNY will be identified. The results of this evaluation will provide concrete

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recommendations for future program improvements, ensuring that the prospective teachers produced truly possess the competencies needed to teach Physical Education in schools.

Thus, this research not only contributes to improving the quality of teacher education at UNY but also provides insights for the development of the PPG Prospective Teacher program nationally. Therefore, the researcher is interested in conducting further research entitled "Evaluation of the Implementation Stages of PPL I PPG Prospective Physical Education Teachers at UNY."

II. LITERATURE REVIEW

Aspiring educators are mandated to complete various stages of formal education, field practices, internships, and other professional development programs within a specified timeframe. Furthermore, teachers are expected to possess a strong internal awareness and commitment to continuous learning and competency enhancement, thereby ensuring they meet the established standards of a professional educator (Sulisworo et al., 2017, p. 86).

In their study, Suphasri & Chinokul (2021, p. 237) emphasize that reflective practice has emerged as a critical indicator of professional competence in teacher education. They assert that reflective practices assist educators in developing their professional identity and enhancing the quality of instruction. Nevertheless, significant challenges persist. For instance, as of 2021, the average score of the Teacher Competency Examination (UKG) in Indonesia had not yet reached the 70-point threshold, highlighting a pressing need for improvements in teacher education and training programs (Mardhatillah & Surjanti, 2023). This underscores the vital importance of continuous professional development and reflection in elevating the overall quality of education.

The learning system in the PPG program includes Field Experience Practice (PPL) and the PPG Student Competency Test (UKMPGP), which focuses on professional education to change the mindset of students or participants that PPG is professional education. Teaching and learning in the PPG Program are carried out based on professional principles, namely (a) Learning through practice, (b) Student activeness, (c) High-level critical thinking, (d) Long-term impact, (e) Regular feedback mechanisms, (f) Utilization of information technology, (g) Contextual learning, (h) Use of multi-strategies and learning resources, and (i) TPACK orientation. The following principles should be the main focus in the PPG teaching and learning program (Jamil, 2022).

Field Experience Practice (PPL) is a core course required for prospective teacher PPG students to enhance and strengthen their competencies in carrying out their duties as professional educators in schools. Prospective teachers' teaching skills are developed by applying the principles taught by Ki Hajar Dewantara: *niteni* (observing), *nirokke* (imitating), and *nambahi* (developing) (Andayani et al., 2023, p. 1). Through this process, PPG students not only learn to build their identity as educators but also integrate a deep understanding of the educational context in a specific educational unit with the theory and practice of other courses.

The aim of PPL is to shape students into prospective teachers who possess the knowledge, skills, values, attitudes, and behaviors required in the teaching profession and are able to apply them appropriately in the implementation of education and teaching in schools, communities, and outside of school (Wahyuningrum & Tinambunan, 2021, p. 104). In Indonesia, PPL is structured in such a way that prospective teachers can hone their teaching skills directly, such as lesson planning, classroom management, and student learning evaluation (Mulyasa, 2013).

Internationally, field experience is a crucial part of teacher education. Darling-Hammond (2010, pp. 38-40) states that practical experience in the field is key in preparing prospective teachers to face real-life classroom challenges such as classroom management, curriculum adaptation, and the development of effective teaching methods. Thus, field experience is not merely teaching practice but also a process of developing a teacher's professional identity that continues to develop across various educational contexts.

PPL is designed as a continuous improvement effort implemented in a lesson study format, a collaborative approach involving planning, implementation, and reflection on learning to improve teaching quality and student learning outcomes (S. Wahyuni et al., 2021, p. 31). Lesson study enables prospective teachers to adopt best practices in learning through a systematic cycle of observation and evaluation.

The evaluation model developed by Stufflebeam and Shinkfield defines evaluation as the process of describing, obtaining, and providing useful information to assess various decision alternatives (Hamdi, 2020). The CIPP (Context, Input, Process, Product) model is one of the program evaluation frameworks developed by Stufflebeam. This model aims to provide guidance in assessing the overall effectiveness of a program by considering four main aspects: context, input, process, and product. CIPP evaluations assist in data-driven decision-making through continuous assessment, thus providing in-depth information regarding the quality and benefits of the program (Faizin & Kusumaningrum, 2023, p. 51).

The advantage of the CIPP model is its ability to provide a comprehensive view of every stage of a program, from planning to final results. Furthermore, this approach is both formative and summative, meaning it can be used to provide feedback during implementation and to evaluate overall results. The CIPP evaluation model was chosen because of its flexibility in evaluating

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various types of programs, its ability to identify areas for improvement, and its strategic decision-making approach. By involving all stakeholders, this model also ensures that the data collected is accurate and relevant, thus providing useful insights for continuously improving program quality.

III. METHODOLOGY

This research is a program evaluation study using the CIPP (Context, Input, Process, and Product) model with a mixed method, combining qualitative and quantitative approaches. Quantitative methods were used to collect numerical data that was processed statistically, while qualitative methods aimed to gain in-depth information about participants' experiences and perceptions.

The population in this evaluation was all 70 PPG UNY partner schools where PPG PJOK students conducted their Field Experience Practices (PPL). From these 70 schools, four schools were selected as samples: elementary schools, junior high schools, senior high schools, and vocational high schools. Stratified random sampling was used, dividing the regions according to the educational level obtained from the PPL UNY Withdrawal Letter. The student sample was obtained using proportionate random sampling. The sample size was determined using the Slovin formula, with 276 data sources.

The researchers used four techniques to collect research data related to the implementation of the PPL PPG Prospective Teachers in Yogyakarta City: observation, interviews, questionnaires, and documentation. Data validity testing was conducted using validity and reliability tests. Content validity was tested using Aiken's V, and reliability was tested using SPSS version 22. Qualitative data analysis in this study involved three main stages: data reduction, data presentation, and conclusion drawing. Quantitative data analysis used descriptive quantitative analysis techniques.

IV. RESULT AND DISCUSSION

Result

This study presents data from the results of the learning process observation instrument (questionnaire) and interview results covering the Context, Input, Process, and Product of the implementation of PPL I PPG for Prospective PJOK Teachers at UNY. The questionnaire instrument was distributed in the form of a soft file (google form).

Context Evaluation

Based on the interviews conducted, several relevant findings were uncovered regarding the implementation of PPL I at UNY. Interviews with four supervising teachers indicated satisfaction with the university's adequate preparation, particularly in terms of the briefing and information provided prior to the PPL. This was evident in one respondent's statement:

"...so far, it's been sufficient. We've created a group, so if there's something we can ask, or UNY can provide information. So it's a two-way street..." (W.AR, February 26, 2025).

This statement reflects the university's efforts to foster open, two-way communication between UNY and the supervising teachers. This approach helps ensure that preparations for PPL I run smoothly and meet field needs.

Although the activity flow was well-organized, there were some shortcomings in terms of untimely information delivery. Two informants felt that the information provided by the campus was still insufficient and seemed rushed. As stated by KMNH, "In my experience, information from the campus is still insufficient. Because the information delivered is sometimes late..." (W. KMNH, February 21, 2025).

When information is not delivered in a timely manner, it negatively impacts student's readiness to carry out their professional duties at school. Delays in delivering academic information not only create confusion in academic planning but can also hinder the effectiveness of practice-based learning, which requires clear and structured coordination.

Overall, although universities and schools have made good preparations for many aspects, several challenges remain in terms of effective communication and the smooth flow of information. Universities need to improve communication mechanisms, for example by expediting the delivery of information through digital platforms or more responsive communication forums.

Input Evaluation

The input evaluation in this study refers to the assessment of the resources available at the initial stage of the implementation of PPL 1 PPG Prospective PJOK Teachers at UNY). This evaluation includes an assessment of facilities, equipment, and mentoring from lecturers and supervising teachers who support the learning activities of PPG students.

Facilities and Infrastructure

Based on interviews and observations, several relevant findings emerged regarding facilities and support for PPL I. All informants reported that the facilities at the schools used for PPL I were sufficient to support learning activities, although some shortcomings remained. For example, at Keputran 2 Elementary School, physical education facilities were adequate, with a well-equipped sports field and other facilities such as classrooms, a computer lab, and sufficient sports equipment (such as soccer, volleyball, and

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basketball). However, there were challenges related to limited space, forcing teachers to share facilities, especially when there were scheduling conflicts between two sports teachers.

The evaluation results indicated that while the facilities and infrastructure available at various schools were sufficient to support the learning process, several shortcomings, such as limited space for some sports and the need for improvisation in facility use, still required attention. This highlights the need for improved facilities and further coordination to ensure the smooth running of PPL activities in the future.

Mentoring Supervisor Teachers and Field Supervisor Lecturers

The mentoring process by GPs (Guiding Teachers) and DPLs (Field Supervisors) plays a crucial role in improving the quality of physical education (PJOK) learning for PPG students. Interviews with PPG students at several schools revealed that this mentoring is effective in ensuring a smooth learning process, despite challenges related to the direction and guidance provided.

However, while the guidance from GPs is very helpful, five informants expressed a lack of clear guidance from DPLs.

"...my PPL friends should have had guidance from their lecturers, but apparently they didn't. Yesterday, I even mentioned it. Hopefully, the lecturers who are in the second semester will be here, and hopefully, there will be guidance in the future." (W.AR, February 26, 2025)

These findings indicate a gap between expectations and the reality of guidance received from DPLs. Some students felt they received insufficient support in terms of more specific material and in-depth implementation at the beginning of teaching activities.

Overall, although GP and DPL mentoring significantly contributed to Physical Education (PJOK) learning, there were several areas that needed improvement, such as improving communication between students and DPLs and clarifying the guidance provided by the supervising lecturer. A more structured approach to providing feedback and reflection from DPLs would significantly support improved learning quality.

Process Evaluation

Analysis of the Results of the Learning Process Observation Questionnaire

The process evaluation in this study not only involved assessing the learning process but also identifying the competencies of PPG students and the obstacles encountered during the PPL I process. PPG student competencies include the ability to develop lesson plans and implement them in the classroom. The following presentation of data from learning observations at UNY's PPG partner schools is presented in Table 1.

Table 1. Presentation of Learning Implementation

No.	School Name	Result	Category
1.	SD N Keputran 2	100%	High
2.	SMP N 1 Depok	92%	High
3.	SMA N 10 Yogyakarta	87%	High
4.	SMK N 1 Sewon	88%	High

Based on Table 1, the categorization of learning implementation data shows that all UNY PPG partner schools are in the "High" category with excellent percentages. Keputran 2 Elementary School recorded a perfect result with 100%, followed by Depok 1 Junior High School with 92%, Yogyakarta 10 Senior High School with 87%, and Sewon 1 Vocational High School with 88%. These results indicate that the implementation of learning in all schools is running well and in accordance with the plans that have been prepared, although there are slight differences in terms of achievement between one school and another.

Analysis of Interview Results Process

The positive results demonstrated in the learning process do not mean there are no challenges and obstacles. Based on interviews conducted with several PPG students and supervising teachers, several factors influence the implementation of learning. As one informant expressed:

"...our collaboration is actually good, but uh, the only thing that needs improvement is the lecturer, if possible, checking here to see if it's adequate. And what are my shortcomings? I also need criticism..." (W. DW/73-74, February 21, 2025)

This statement indicates that despite progress in collaboration between students and supervising teachers, feedback from field supervisors is essential for students to identify shortcomings in learning and improve the quality of their teaching.

In addition to feedback, reflection on learning is also an important component in developing student competency. As one informant stated:

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"...reflection usually occurs after one cycle, so one cycle consists of 2-3 teaching sessions. Then, we see how the students' progress is, what are their weaknesses? The approach is usually a discussion, asking what are your weaknesses, what are your strengths..." (W. DW/66-68)

Reflection after each cycle allows students to evaluate their learning process and improve any weaknesses. They not only receive feedback but also have the opportunity to play an active role as critical observers of their own learning.

Overall, although the evaluation results indicate that the learning process has gone well, existing obstacles, such as a lack of ongoing feedback, limited reflection, and ineffective communication between students and the DPL, still need to be addressed.

Product Evaluation

The product evaluation in this study aims to assess the extent to which the learning outcomes produced by students in the Teacher Professional Education Program (PPG) meet the expected standards. In this context, this includes learning modules, lesson design, and the use of technology in the teaching process. This evaluation provides an overview of the strengths and weaknesses of students' methods in developing and implementing their learning products, and provides feedback for improvement.

"Students learn to create modules, but I give them an example. Here's mine, I'll give you one too, what's the ATP? I'll give you the ATP, so you can make it first, don't correct me..." (W. DW, February 21, 2025)

The argument behind this quote provides a concrete example of the role of a mentor teacher who helps students visualize how to develop effective teaching modules. With more in-depth guidance and clear examples, students can more easily understand the concepts they learn and apply them in the field.

Furthermore, the use of technology in learning is a crucial concern. A DW informant emphasized that students today are accustomed to using technology to support the learning process.

"When it comes to technology utilization, most students today don't know how to use it effectively. They see the benefits of technology well. They create quizzes, which are used as initial diagnostic assessments..." (W. DW, February 21, 2025)

This quote illustrates that students already have a good understanding of the use of technology in learning, particularly in creating quizzes or initial assessments that can be used to diagnose student abilities. The use of technology enables more dynamic learning and helps students more easily access various digital assessment tools, which increases learning effectiveness.

In designing learning, students are required to adopt a systematic and structured approach, starting with an in-depth analysis of student's learning needs and developing teaching materials relevant to the learning objectives.

"I design it starting with analyzing the students' learning needs, then designing the learning process to be used. Then, I determine the learning model and develop the teaching materials." (W. AN/43-45, February 27, 2025)

With these steps, students not only focus on selecting learning materials but also ensure that the teaching and learning process they design is able to address the specific needs of students.

Overall, despite significant progress in designing and utilizing learning products, challenges in time utilization, classroom management, and technology still require attention. The product evaluation in this study indicates that with better time management and more optimal use of technology, the quality of teaching in PPL I can be further improved, ensuring that students are able to deliver effective and tailored learning to students' needs.

DISCUSSION

The evaluation of the implementation of the UNY PPG PPL I program revealed several important findings covering four main aspects: context, input, process, and product. In terms of context evaluation, this study showed that although coordination between the university and partner schools was well-established, challenges remained related to the timely delivery of information to students. The evaluation revealed general satisfaction with the university's preparations, such as the briefings and information provided to mentor teachers and students.

This research aligns with the findings of Afriadi, Tola, and Triana (2023, pp. 2-3), who emphasized the importance of institutional readiness and a structured internal communication system for the smooth implementation of PPG. Lack of communication readiness can disrupt the effectiveness of program implementation, as reflected in this study.

In addition to satisfaction with the briefings and information provided during the PPL I preparation, some students felt that the information provided at the beginning of the field trip felt abrupt, disrupting their preparation process. This indicates the need for improvements in internal campus communication, such as providing an interactive digital academic calendar that students can access online and ensuring that any schedule changes are communicated at least seven days in advance.

In the input evaluation, although the facilities and infrastructure at the PPL I partner schools adequately support learning activities, several limitations were identified, particularly in terms of limited sports facilities. Several schools, such as Keputran 2 Elementary School, Depok 1 Junior High School, Yogyakarta 10 Senior High School, and Sewon 1 Vocational High School,

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experienced overlapping sports field schedules, requiring physical education teachers to find open spaces or carefully organize schedules.

This research is relevant to research conducted by Fajar Siregar et al. (2024 p. 236), who examined the effect of a lack of sports facilities on the effectiveness of physical education learning in elementary schools. They found that a lack of adequate facilities can hinder student participation in physical activity and reduce their motivation to participate in learning, ultimately affecting the quality of education and students' physical skills. Therefore, more optimal facility management and increased interaction between PPL and students are urgently needed to improve the quality of learning.

Regarding the mentoring process, the majority of students felt they received sufficient guidance from their mentor teachers, who actively assisted them throughout the teaching process. However, some students expressed a lack of clear guidance from their field supervisors, primarily due to limited offline interactions. Research by Kurniawan & Mursali (2024, p. 19) on the Leading Teacher Education Program (PGP) also demonstrates the importance of mentoring in improving teacher competency. Their research highlights that a coaching and mentoring approach conducted through interactive sessions can help teachers develop relevant skills and knowledge, which are particularly useful in the context of implementing student-centered learning. In this study, although most PPG students benefited from the mentor teachers' guidance, some students still felt they received insufficient clear direction from their field supervisors due to limited time and interaction.

To improve the effectiveness of mentoring by field supervisors, the university, particularly the DPPK UNY, can develop and implement a digital attendance system or app-based platform that allows for real-time monitoring of field supervisor attendance at partner schools. This system can record the attendance time and interaction of DPL with students during the implementation of PPL I. Through this platform, students can also provide direct feedback regarding the guidance they receive, allowing the campus to ensure that DPL is truly actively involved in assisting students throughout the PPL I activities.

The evaluation of the Field Experience Practice (PPL) I implementation process for prospective teachers in the Yogyakarta State University (UNY) Teacher Professional Education (PPG) Program showed positive results, although several challenges remained to be overcome to improve the quality of learning. Based on observations at four PPG partner schools: SD N Keputran 2, SMP N 1 Depok, SMA N 10 Yogyakarta, and SMK N 1 Sewon, all schools successfully met the learning implementation criteria with a "High" rating. The table shows that SD N Keputran 2 achieved a perfect 100% score, while SMP N 1 Depok, SMA N 10 Yogyakarta, and SMK N 1 Sewon achieved 92%, 87%, and 88%, respectively. These results indicate that the learning process is proceeding well and in accordance with the plan developed by the PPG students, although there are slight differences in achievement between the schools.

Challenges related to feedback from the PPL and student reflections still require attention. Some students felt that despite receiving support from their mentor teachers, they lacked clear guidance from their mentor teachers due to limited interaction. Furthermore, student reflection was limited and insufficiently in-depth to support their skill development.

This finding aligns with research by Sabilah et al. (2021), which emphasized the importance of ongoing guidance and post-learning reflection to improve teacher competency through coaching and reflection sessions. To address these challenges, universities can facilitate the formation of a supervisory team that regularly monitors the mentor teachers' performance and provides clear and constructive feedback. This team can also evaluate interactions between mentor teachers and students and ensure that the guidance provided is well-structured. Furthermore, universities can provide features in their LMS to facilitate student feedback on the guidance they receive. These steps are expected to improve the quality of guidance and reflection, better preparing students to face the challenges of becoming future teachers.

Evaluation of the learning products produced by students also showed good potential, despite several challenges. UNY PPG students have been taught to develop learning modules using a systematic approach, but many modules still lack attention to learning differentiation, namely adapting materials and teaching methods to students' varying abilities.

Some students found it difficult to adapt teaching materials to suit their students' levels of understanding, which hindered effective learning. Furthermore, although most students were able to utilize technology in learning, time constraints during PPL I prevented them from fully utilizing technology in the learning process. This research aligns with the findings of Widiyono & Millati (2021, p. 125), who revealed that despite technology's significant potential to support learning, time constraints and limited infrastructure hindered its optimal use in education.

To address the challenges identified in the evaluation of these learning products, particularly those related to the lack of learning differentiation and time constraints in utilizing technology, several recommended steps can be implemented. First, the university needs to provide further training on learning differentiation to students so they can more effectively adapt teaching materials and methods to the diverse needs of students.

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This approach can include the use of a variety of learning strategies, such as project-based learning or assignments that can be tailored to student abilities. Furthermore, introducing module templates that can be more easily adapted to student abilities can also be a practical solution that helps students design more flexible and inclusive modules.

A weakness of this study lies in the distribution of learning observation questionnaires, which were not directly supervised, which risks producing responses that do not reflect the respondents' true perspectives. Furthermore, the limited sample size of only four partner schools in one specific area may reduce the representativeness of the findings to the variety of school types in other areas. Finally, data collection through interviews and questionnaires is susceptible to subjective informant bias, potentially affecting the accuracy and completeness of information regarding the overall program effectiveness.

V. CONCLUSIONS

Based on the research findings, the evaluation of the implementation of the PPL I PPG for Prospective Physical Education Teachers (PJOK) at UNY demonstrated positive results with several improvements. Based on the evaluation components, the context evaluation indicated that the delivery of information and support to students was good, but needed improvement in the timeliness of communication between the campus and partner schools. The input evaluation indicated that resources, facilities, and infrastructure at partner schools were adequate, but there were limitations in field facilities at some partner schools. Guidance from mentor teachers was effective, while the role of DPLs still needed to be deepened. The evaluation of the learning process was successful, with an achievement rate above 85% in each partner school, utilizing technology. However, limitations remained regarding the provision of feedback and reflection. The evaluation of the learning products (teaching modules) from the PPL I PPG Prospective Physical Education Teachers (PJOK) at UNY met standards, but needed improvement in learning differentiation and technology optimization.

This research makes a significant contribution to mapping the effectiveness of the PPL I PPG PJOK program at UNY through the CIPP model, which reveals the importance of synchronization between LPTKs and partner schools to improve the professionalism of prospective teachers. These findings provide an important foundation for developing a teacher professional curriculum that is more responsive to field needs at the national level. For future research, it is recommended to evaluate the long-term impact of increasing the intensity of DPL mentoring on the quality of student teaching on an ongoing basis. Furthermore, future research could explore more in-depth strategies for implementing differentiated learning in student teaching modules to accommodate the diversity of student's physical abilities.

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