
The Effectiveness of Practical Teaching of NFE Courses on the Placement Students at the NFE Partner Institutions

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Abstract: This study aims to determine the effectiveness level of Practical Teaching of NFE courses on the placement students in the partner institutions. This research uses quantitative approach with descriptive analysis. The population in this study were students who had taken the 2014 class of non-formal education Teaching Practice courses at the University of Riau as many as 58 people. Sampling used is simple random sampling, the sample is 37 students. The instrument used is a questionnaire. Instrument validity uses product moment. Reliability calculation used Alpha formula. The quantitative data were analyzed quantitative descriptive in terms of percentages. The results showed that the level of effectiveness of practical Teaching of NFE subject to placement students in NFE partner institutions was moderate with indicators: 1) input obtained percentage value of 38.91% 2) process obtained percentage value of 49.05% 3) output obtained the percentage value of 55.41% 4) the outcome obtained by the percentage value of 54.04%. Thus, the level of effectiveness of Practical Teaching of NFE subject to placement of students in the NFE partner institutions is good although there are still many improvements that need to be done by Practical Teaching lecturers in order to provide benefits for students, universities and society.

Keyword: Students, Practical Teaching, NFE Courses, NFE Partner Institutions

1. Introduction

Non-formal Education (NFE) is an educational activity that is designed and organized systematically to improve the knowledge, skills, and attitudes of students and be held outside the school system. The purpose of the NFE S1 Study Program is to prepare students (out-put) professionals who are able to develop knowledge independently and or collaborate and produce capable and capable educators and educators to provide services to the community (youth, literacy, equality and women's empowerment).

One program to improve knowledge, attitudes and skills through direct-to-field practice held at the Study Programme of NFE of University of Riau is the NFE Education Teaching Practices which must be taken by all students of Study Program. The purpose of the NFE teaching practice is gaining practical experience in managing education programs of NFE such as identifying, designing, implementing and evaluating at partner institutions that carry out NFE activities in the community.

The teaching practice Of NFE aims to develop knowledge gained from lectures and applied during the implementation of the practice, and it is very urgent to be able to provide ideas or

ideas for program development according to the needs of the community. By having experience on teaching practice of NFE, there will be additional expertise that is not taught on campus so that it can improve the quality and relevance of study program which can be directed to develop a good system between education needs and implementation.

Students who have completed their S-1 degree in NFE are expected to have professional skills in the development of NFE programs through community service. To support these professional abilities, every S-1 student is required to attend the Teaching Practice program. The program is held outside the campus, so that students get practical experience in accordance with the field of study learned according to the NFE Study Program curriculum. As a manifestation of this activity is learning activities in the community by participating and working on an activity task that is relevant to NFE in a community at NFE partner institutions.

The previous research was finding out how high the success rate of Teaching Practice of student NFE entering the year of 2012 the results were relatively high. Based on observations on the implementation of Teaching Practice NFE so far, it has not been optimal and effective due to various things. Currently the same research will be carried out on NFE study program, but the difference is that this research focuses more on the effectiveness of teaching practice of NFE courses on the Partner Institutions. This study aims to see how the learning process in this course and how effective the course is so synchronous what has been obtained on campus and practiced at the time of placement at NFE partner institutions.

Looking at the conditions in the last few years that students were not getting enough briefing before students going down the school practice. Today enough briefing given to the student, it tended not to fit the conditions in the field at all, but it will give advantages of practical teaching of NFE, even though were still less effective class but not less, the students got satisfactory grades at the end of practical teaching.

This can be seen when practical teaching of NFE course given in-term of microteaching, students are asked to teach, especially those who work in PKBM and SKB. The attendance of student on microteaching is required, because the output of NFE graduates is not focused only on the ability to teach, but also producing capability and competency in NFE workforce and having the expertise to provide services to the community (youth, literacy and equality, women's empowerment). Another example is the inability of students handling programs in institutions, so that more students are "empowered" in partner institutions.

Based on the thoughts above, this research is entitled "The Effectiveness of practical teaching of NFE student at the Partner Institutions". The research conducted aims to determine the effectiveness level of practical teaching Course at the Partner Institutions.

Viewed from the point of view of the curriculum, practical teaching of NFE is the subject required in teacher pre-service education. Practical teaching of NFE is designed to prepare prospective teacher students to have or master comprehensive and integrated teacher skills, so that after the student becomes a teacher, in order to carry out their duties and responsibilities professionally. In addition, practical Teaching of NFE is a set of pre-service teacher training components that takes place in the theory and practice cycle in a layered manner at each step required in the training program. Every step in the training component always refers to the theory that has been studied and leads to the practice of implementing effective and efficient learning in various conditions (Ong Komar, 2017: 602).

According to Mulyasa (2012: 84) to study effectiveness requires continuous effort such as education, which brings us to the question of what is the indicator of effectiveness at each stage. The effectiveness indicator does not refer to what exists (input, process, output, and outcome) but also what happens or processes. These indicators can be explained as follows:

1. Input indicators, including teacher characteristics, facilities, educational materials and management capacity.
2. Process indicators include administrative behaviour, teacher and student time allocation
3. Output indicators include the results in the results of students' gains, results related to learning achievement, results related to changes in attitude, and results related to justice and equality
4. Outcome indicators include the number of graduates to the next level of education, learning achievement and employment and income.

The effectiveness indicator according to Mulyasa (2012: 84) has been developed in accordance with field conditions. The indicators are as follows:

1. Input indicators, namely the indicator stage which includes learning devices, learning materials, learning facilities, teaching staff.
2. Process indicators, namely the indicator stage include understanding and mastery of students' knowledge, attitudes and skills.
3. Output indicator is the indicator stage which includes the results obtained by students in planning, implementing, monitoring and evaluating the program.
4. Outcome indicators, namely the implementation of student knowledge, attitudes and skills at NFE partner institutions.

2. Methodology

This study uses a quantitative approach with descriptive analysis in the form of percentages. This research was conducted from August to October 2018. The study was conducted at NFE Study Program, University of Riau. The population in this study were students who had taken the 2014 class of NFE study program, Teaching Practice at NFE courses at the University of Riau as many as 58 people. Sampling in this study uses simple random sampling technique. Simple random sampling is a sampling technique that is directly carried out in the sampling unit (Margono, 2010: 126). Simple random sampling technique allows each sampling unit as a population element to get the same opportunity to be sampled. The author uses simple random sampling technique because the population in this study is not too large.

Data collection was carried out using observation and questionnaire methods. Data sources used in this study are primary data and secondary data. Primary data is data obtained through filling out questionnaires by respondents, namely students who have taken Practical Teaching of NFE courses. Questionnaires filled out by students were used to find out how high the effectiveness of Practical Teaching courses was at partner Institutions. Respondents' choice of questionnaire statements was arranged using a Likert scale model, namely: Very Good (SB) given a score of 4, Good (B) given a score of 3, Poor (KB) given a score of 2, Not Good given a score of 1. While secondary data was obtained through a review documents related to the process of implementing practical Teaching of NFE courses. Starting from the report on the implementation of microteaching, modules / microteaching materials, and the completeness of the learning tools made by the lecturers.

The research instrument used was a questionnaire. The questionnaire was used to get an idea of the level of effectiveness of the Teaching Practice course on the Partner Institutions. To determine the success rate of Student Practical teaching. The form of questionnaires uses a Likert Scale model. Before being made a questionnaire, the research questionnaire is first made. In the grid a research variable is included, from the indicator-determined variable and developed into a sub-indicator and developed into several statement items and finally an alternative answer tailored to the statement. Instrument validity uses product moment. With a trial sample of 20 respondents, it was obtained $df = n-2 = 18$. At a significance level of 5% with $df = 18$ obtained the number r table = 0.444. Reliability calculations use the Alpha formula. The reliability test results at all levels showed the Cronbach Alpha value ≥ 0.957 so that it was reliable and could be used for research.

Research on the effectiveness of Practical Teaching on NFE courses on the Partner Institutions can be analyzed by knowing through percentage calculations. Calculate the percentage using the percentage formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Information :

P = Percentage

f = frequency

N = Number of respondents

100% = Fixed number

Then a descriptive analysis was carried out to see each item and indicator that aims to see which items and indicators really describe good and bad, this refers to the opinion of SuharsimiArikunto (2010: 319). The percentage criteria are as follows:

1. Percentage between 81% - 100% = "Very High"
2. Percentage between 61% - 80% = "High"
3. Percentage between 41% - 60% = "Medium"
4. Percentage between 21% - 40% = "Low"
5. Percentage between 0% - 20% = "Very Low"

3. Result and Discussion

3.1. Result

Based on the concept of effectiveness, it is seen from the components: input with sub-indicators of learning devices, learning materials, learning facilities, educators. Process with sub indicators of understanding and mastery of students' knowledge, attitudes and skills. Output with sub indicators of results obtained by students in planning, implementing, monitoring and evaluating programs. Outcome with sub indicators of implementation of knowledge, attitudes and skills of students in NFE partner institutions.

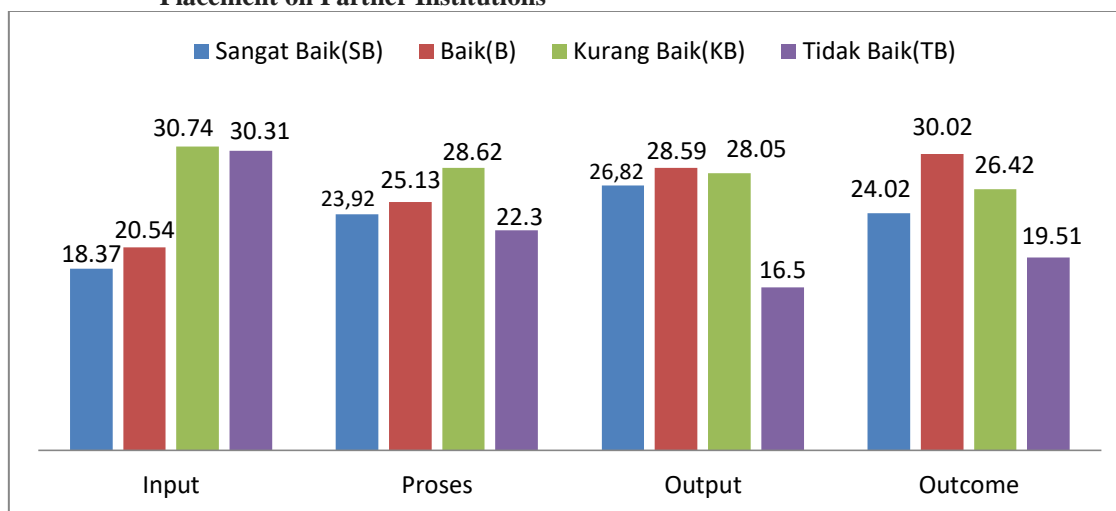
When viewed from the overall indicators about the effectiveness level of Practical teaching of NFE courses on the placement of partner institutions categorized as "Medium". For more details, the data is seen in the following recapitulation tables and diagrams:

Table 1. Recapitulation of Effectiveness Percentage of Practical Teaching of NFE Subjects on Placement of Partner Institutions

N	Indikator	Sub Indikator	SB	B	KB	TB
			%	%	%	%
1	Input	Perangkat Pembelajaran	16,21	22,52	27,02	34,
		Materi Pembelajaran	18,58	20,94	31,08	29,
		Fasilitas Pembelajaran	18,91	20,72	31,53	28,
		Tenaga Pendidik	19,81	18,01	33,33	28,
		Jumlah	73,51	82,19	122,96	121
		Rata-rata	18,37	20,54	30,74	30,
2	Proses	Pemahaman dan penguasaan pengetahuan mahasiswa	20,72	22,52	31,53	25,
		Pemahaman dan penguasaan sikap mahasiswa	23,64	24,32	30,4	21,
		Pemahaman dan penguasaan keterampilan mahasiswa	27,41	28,57	23,93	20,
		Jumlah	71,77	75,41	85,86	66,
		Rata-rata	23,92	25,13	28,62	22,
3	Output	Hasil-hasil yang diperoleh mahasiswa dalam membuat perencanaan program	27,79	27,02	27,41	17,
		Hasil-hasil yang diperoleh mahasiswa dalam pelaksanaan program	29,72	27,02	27,7	15,
		Hasil-hasil yang diperoleh mahasiswa dalam monitoring dan evaluasi program	22,97	31,75	29,05	16,
		Jumlah	80,48	85,79	84,16	49,
		Rata-rata	26,82	28,59	28,05	16,
4	Outcome	Implementasi pengetahuan	23,42	34,23	25,22	17,

mahasiswa di lembaga mitra PLS				
Implementasi sikap mahasiswa di lembaga mitra PLS	26,12	25,22	25,22	23,
Implementasi keterampilan mahasiswa di lembaga mitra PLS	22,52	30,63	28,82	18,
Jumlah	72,06	90,08	79,26	58,
Rata-rata	24,02	30,02	26,42	19,
Jumlah Keseluruhan	297,82	333,47	372,24	296
Rata-rata	23,28	26,07	28,45	22,

Figure 1 Recapitulation Diagram of the Effectiveness of Practical Teaching NFE Courses on Placement on Partner Institutions



From table 1 and figure 1, it can be seen that the percentage recapitulation of the effectiveness of PP PLS courses on the placement of PPL PLS students in PLS Partner Institutions from indicators (1) Inputs obtained a percentage value of 38.91%, very good (SB) 18.37%, good (B) 20.54%, Less Good (KB) 30.74%, Not Good (TB) 30.31% (2) Process obtained percentage value of 49.05%, Very Good (SB) 23.92%, Good (B) 25.13%, Poor Good (KB) 28.62%, Not Good (TB) 22.30% with percentage (3) Output obtained percentage value of 55.41%, Very Good (SB) 26.82%, Good (B) 28.59%, Poor (KB) 28.05%, Not Good (TB) 16.50% (4) Outcome obtained percentage value 54.04%, Very Good (SB) 24.02%, Good (B) 30.02%, Poor (KB) 26.42%, Not Good (TB) 19.51%. Based on the assessment determined, it can be concluded that the Effectiveness of the PLS PP Course on the Placement of PPL PLS Students in PLS Partner Institutions is classified as "medium" because the percentage of SB and B when added is in the range of 41% -60% categorized as "medium".

3.2 Discussion

Based on the theory used in this study, in general the effectiveness level of Practical Teaching of NFE courses on the placement of partner institutions as a whole which includes input, process, output, and outcome shows that the effectiveness of Practical Teaching of NFE courses is moderate. These results indicate that the learning done at the time of the lecture is not optimal so that it has a bad impact on the placement of students in partner institutions. The results show that in the process, output, outcome indicators, included in the medium category and unsatisfactory results can be found in the input indicators, namely the sub-indicators of learning devices, learning materials, learning facilities, educators.

Therefore, it is necessary to make many improvements to the aspects of each indicator that are not optimal and have not reached the desired target. Effectiveness Level of Practical Teaching of NFE Subjects on Placement Students in the Partner Institutions based on four indicators which will be explained in the following research discussion:

1. Input

The level of effectiveness of the Practical Teaching of NFE course in this study is that it can be seen from four sub-indicators, namely learning devices, learning materials, learning facilities, teaching staff. From the frequency distribution of respondents' answers to the statements in the questionnaire submitted by the researcher related to the sub-indicators of learning devices obtained a percentage of 18.21% of respondents who answered very well, 22.52% of respondents who answered well, 27.02% of respondents who answered poorly, 34, 23% of respondents who answered were not good, with 38.73% percentage (SB + B) classified as low. From the respondent's answers, the researcher can conclude that the respondents do not understand the steps in designing learning tools that are appropriate to learning needs such as learning to develop an Learning Implementation Plan (RPP) and developing a syllabus.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1) states that "teacher competence as referred to in article 8 includes pedagogic competence, personal competence, social competence and professional competence". This ability must be possessed by an educator, one of which is pedagogic competence. Pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. However, at the time of learning students are not taught to make learning devices so that when in the field students are unable to design learning.

Thus, the pedagogic competence of students is still low in terms of designing learning devices. For this reason, serious improvement and cooperation between students, campus and PKBM need to be related to the ability of Practical Teaching students. This increase must be taken seriously because it is at 61.25%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to the sub-indicators mastering the learning material obtained a percentage of 18.58% of respondents who answered very well, 20.94% of respondents who answered well, 31.08% of respondents who answered poorly, and 29.39% of respondents who answered were not good, with the percentage (SB + B) 39.52% classified as low. From the respondent's answer, the researcher concluded that some respondents did not master learning materials such as learning to start and carry out learning which included preliminary activities, core activities (exploration, confirmation, and elaboration), and closing activities well.

This is because when the learning process has not been optimally done related to the material that is suitable for the conditions in the field so that the absorption of students is also low. Students are taught to develop learning material that provides benefits in carrying out field assignments but only some students understand the material. Students are also taught to make program planning, implementation, monitoring and evaluation but only some are able to absorb and understand the learning materials related to the program.

Thus, the ability to absorb and understand the material is still low, therefore it needs serious improvement and cooperation from students, the campus and PKBM related to the ability of students to absorb PPL PLS learning materials. The increase must be taken seriously because it is at 60.47%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub indicators of learning facilities obtained a percentage of 18.91% of respondents who answered very well, 20.72% of respondents who answered well, 31.53% of respondents who answered poorly, and 28.82% of respondents who answered were not good, with a percentage (SB + B) of 39.63% classified as low.

From the respondent's answer, the researcher can conclude that some respondents have not maximally utilized learning facilities such as utilizing community laboratories to make different learning nuances. This is because facilities that are not sufficient to support the learning process such as limited literature in PLS libraries and laboratories do not exist so it is a factor of low cognitive abilities of students.

In accordance with Mulyasa's opinion (2012), learning facilities are equipment and equipment that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, and tools and other teaching media. With more complete learning facilities, students are expected to be more advanced in learning and will achieve optimal performance as well. The college should provide adequate facilities to support the learning process. For this reason, serious improvement and cooperation between students, campus and PKBM need to be related to the ability of PLL students. This increase must be taken seriously because it is at 60.35%.

From the frequency distribution of respondents' answers to the statements in the questionnaire submitted by researchers related to the sub indicators of educators, a percentage of 19.81% of respondents who answered very well, 18.01% of respondents who answered well, 33.33% of respondents who answered poorly, and 28.82% of respondents who answered were not good, with a percentage (SB + B) 37.82% classified as low. From the respondent's answer, the researcher can conclude that some respondents have not mastered the steps of being educators such as learning to deliver material clearly, systematically and sequentially, not yet fluent in using good language when delivering learning material. This is because when learning is not focused on the competence of being educators, it is more focused on designing programs that are in line with community needs and field conditions.

In accordance with Suhana's opinion (2014) explains the pedagogical competencies that must be mastered by the teacher are: 1) mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. 2) mastering learning theory and educational learning principles. 3) developing a curriculum related to the subject being taught. 4) organizing educational learning. 5) utilizing information and communication

technology for the benefit of learning. 6) facilitating the development of potential students to actualize various potentials. 7) communicate effectively, empathetically, and politely with students. 8) holding an evaluation of the process and learning outcomes. 9) utilizing assessment results for learning purposes and 10) doing reflective actions to improve the quality of learning.

Thus educators must have these competencies in order to be able to because in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers means that the teacher is an educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in the education of children early paths of formal education, basic education and secondary education. For this reason, serious improvement and cooperation between students, campus and PKBM need to be related to the ability of PLL students. This increase must be taken seriously because it is at 62.15%.

2. Process

The level of effectiveness of the practical teaching Of NFE course in this study can be seen from three sub-indicators, namely understanding and mastering student knowledge, understanding and mastery of student attitudes, understanding and mastery of student skills.

From the frequency distribution of respondents 'answers to the statement in the questionnaire submitted by the researcher related to the sub-indicators of students' understanding and mastery of knowledge, a percentage of 20.72% of respondents who answered very well, 22.52% of respondents answered well, 31.53% of respondents answered not good, 25.22% of respondents who answered were not good, with a percentage (SB + B) 43.24% classified as moderate.

From the respondent's answer, the researcher can conclude that some respondents have not been able to develop an Learning Implementation Plan (RPP) and have not been able to develop a syllabus. For this reason, serious improvement and collaboration between students, campus and PKBM is needed related to the mastery of PPL PLS students' knowledge. This increase must be taken seriously because it is at 56.75%.

From the frequency distribution of respondents 'answers to the statements in the questionnaire submitted by the researcher related to the sub indicators of understanding and mastery of students' attitudes, a percentage of 23.64% of respondents answered very well, 24.32% of respondents answered well, 30.40% of respondents answered not good, 21.62% of respondents who answered were not good, with percentages (SB + B) 52.02% classified as medium.

From the respondent's answers, the researcher concluded that some respondents were able to maintain good and caring relationships with peers, and contribute positively to all discussions related to the learning program. In accordance with the opinion of Berkowitz in Azwar (1995) said that a person's attitude towards an object is a feeling of support or favorable or a feeling of not supporting or unfavorable on the object. However, there must still be a serious increase and cooperation from students, the campus and PKBM related to the mastery of PPL PLS students' attitudes. This increase must be taken seriously because it is at 52.04%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub indicators of understanding and mastery of student skills, obtained a percentage of 27.41% of respondents who answered very well, 28.57% of respondents who answered well, 23.93% of respondents who answered poor, 20.07% of

respondents who answered were not good, with a percentage (SB + B) of 55.98% classified as medium.

From the respondent's answer, the researcher can conclude that some of the respondents at the time of learning were able to start and carry out learning which included preliminary activities, core activities (exploration, confirmation and elaboration), and closing activities. Students are also able to develop learning materials so as to provide benefits in carrying out field assignments. This can be seen from the ability of students when they practice in class increases after being given a presentation or public speaking assignment. There are some students who are able to make program planning according to the needs of the field, able to make the stages of program implementation in the field, able to make the stages of monitoring and evaluating programs in the field. This ability must be owned by every student so that the implementation of program activities will be in accordance with the effectiveness of the program. However, there still needs to be a serious increase and collaboration between students, campus and PKBM regarding the ability of Practical Teaching students. This increase must be taken seriously because it is at 44%.

3. Output

The level of effectiveness of the Practical Teaching on NFE course in this study is that it can be seen from three sub-indicators namely the results obtained by students in making program planning, the results obtained by students in the implementation of the program, the results obtained by students in monitoring and evaluation of the program.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by the researchers related to sub-indicators of the results obtained by students in making program planning, a percentage of 27.79% of respondents who answered very well, 27.02% of respondents answered well, 27, 41% of respondents who answered poorly, 17.76% of respondents who answered were not good, with a percentage (SB + B) of 54.81% classified as medium.

From the respondent's answer, the researcher can conclude that some respondents are able to determine an activity program that is suitable with the PLS activity target, namely a location suitable for PLS activities, an activity program that is suitable with NFE activities, implementation steps that are in accordance with the existing material. After the practice is carried out, the competencies that must be possessed by students is able to determine the right target for NFE activities because students will not be confused when the tutor or lecturer asks to conduct a study on activities in the community. However, there are still students who have not chosen and determined the location, program, steps, time and where the activity program is appropriate for the PLS activities. Some respondents were able to develop program designs that were adapted to the needs of the community, able to relate between programs with program objectives, able to design follow-up programs to improve community knowledge and skills.

On the other hand there are still students who have not been able to identify the needs and learning resources of the community. In accordance with the identification function of community learning, namely as a consideration for finding priority scales in planning and implementing activities, as data and information for those who need it (Lary Davis). Students must have this competence because the purpose of identifying needs is to find out the problems or learning needs desired by the target so that they can establish gaps between the needs and objective conditions and ensure better improvement through the program that will be

implemented. Some have not been able to design programs that are easily accepted by the community, this is because many students do not know the characteristics of the community, making it difficult for them to practice in the field. For this reason, serious improvement and cooperation between students, campus and PKBM is needed regarding the ability of PPL PLS students to make mature program planning. This increase must be taken seriously because it is at 45.17%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub indicators of the results obtained by students in the program implementation, obtained a percentage of 29.72% of respondents who answered very well, 27.02% of respondents who answered well, 27.70 % of respondents who answered poorly, 15.54% of respondents who answered were not good, with a percentage (SB + B) of 56.74% classified as medium.

From the respondent's answer, the researcher concluded that some respondents were able to carry out PLS program activities. Program implementation is a learning process with the delivery of material carried out by resource persons / facilitators with participants. Then students are required to master the planning, implementation, supervision and evaluation of the program so that the implementation of program activities is in accordance with the effectiveness of the program. Learning when the program runs is a deliberate system and effort, has a purpose and is controlled so that other people learn and there are relatively constant behavioral changes as a result of experience.

On the other hand there are still students who have not been able to carry out program activities in accordance with the effectiveness of the program. And have not been able to do various forms of creative and innovative learning methods because at the time of learning there are not many creative methods applied so that students are not used to applying other methods. For this reason, serious improvement and cooperation between student, campus and PKBM is needed regarding the ability of Practical Teaching of NFE students to carry out NFE program activities. This increase must be taken seriously because it is at 43.24%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub-indicators the results obtained by students in monitoring and evaluation of the program obtained a percentage of 22.97% of respondents who answered very well, 31.75% of respondents answered well, 29, 05% of respondents who answered poorly, 16.21% of respondents who answered were not good, with a percentage (SB + B) of 54.72% classified as moderate.

From the respondents' answers, we can conclude that some respondents are able to monitor and evaluate programs such as being able to assess the extent to which resources can be utilized and able to assess appropriate strategies for learning in the community. Assessment is a series of activities to obtain, analyze, and interpret data about students' learning processes and results that are carried out systematically so that it becomes meaningful information in decision making (Kaufman, et.al, 1979). This assessment is very important when the program is implemented, when the program takes place and after the program is implemented so that program shortages or obstacles can be overcome quickly so that the results can be in accordance with the desired target.

On the other hand there are still students who have not been able to assess a suitable program to continue for the next and have not been able to assess the response of the community to the activities that will be carried out. For this reason, serious improvement and collaboration

between students, campus and PKBM is needed related to the ability of Practical Teaching students to be integrated with program monitoring and evaluation. This increase must be taken seriously because it is at 45.26%.

4. Outcome

The level of effectiveness of the PP PLS course in this study is that it can be seen from three sub-indicators, namely the implementation of student knowledge in PLS partner institutions, implementation of student attitudes in NFE partner institutions, implementation of student skills at PLS partner institutions.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub indicators of the implementation of student knowledge in PLS partner institutions, a percentage of 23.42% of respondents answered very well, 34.23% of respondents answered well, 25.22% of respondents who answered poorly, 17.11% of respondents who answered were not good, with the percentage (SB + B) 57.65% classified as medium.

From the respondent's answer, the researcher can conclude that some respondents are skilled at implementing student knowledge in NFE partner institutions. According to NurdinUsman (2002: 70) implementation is geared towards activities, actions, actions or mechanisms of a system, implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. In accordance with this opinion that some students are able to make learning tools in accordance with the programs in PLS partner institutions so that the objectives of the activities will be achieved and skilled in making program planning as needed in PLS partner institutions. This is because the theory presented at the time of learning is in accordance with field conditions.

On the other hand there are still students who are not yet skilled in implementing various skills to students in NFE partner institutions. This is because the facilities provided by the campus have not been sufficient to carry out various skills before practicing to NFE partner institutions. For this reason, it is necessary to seriously improve and collaborate between students, campus and PKBM regarding the ability of Practical Teaching students to implement student knowledge in NFE partner institutions. This increase must be taken seriously because it is at 42.33%.

From the frequency distribution of respondents' answers to the statements in the questionnaires submitted by researchers related to sub indicators of the implementation of student attitudes in PLS partner institutions, a percentage of 26.12% of respondents answered very well, 25.22% of respondents answered well, 25.22% of respondents who answered poorly, 23.42% of respondents who answered were not good, with a percentage (SB + B) of 51.34% classified as moderate. From the respondent's answers, the researcher concluded that some respondents were able to implement attitudes in NFE partner institutions such as maintaining good relations and caring and contributing positively to all materials related to learning programs in PLS partner institutions and being able to be responsible for the work done in NFE partner institutions.

On the other hand there are still students who have not been able to implement ideas or ideas related to the institution have good initiatives when carrying out tasks in learning such as proposing programs related to PKBM progress. For this reason, it is necessary to seriously and collaboratively improve the students, the campus and PKBM related to the ability of PLL

students to implement student attitudes in PLS partner institutions. This increase must be taken seriously because it is at 48.64%.

Thus, the level of effectiveness of Practical Teaching of NFE courses on the placement of students in NFE partner institutions as a whole which includes input, process, output, and outcome shows that the effectiveness of Practical Teaching of NFE courses is moderate. This means that there are still a lot of improvements that need to be made by the Practical Teaching of NFE course lecturers and the collaboration of partner institution managers so that this program can contribute to students, universities and the community.

4. Conclusion

Based on the results of the study, it was concluded that the level of effectiveness of Practical Teaching of NFE courses on the placement of students at partner institutions was moderate. This means that the PP PLS Course on the placement Students in the NFE Partner Institutions cannot be said either in the implementation or in the placement of Students in NFE Partner Institutions.

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