

THE EFFECT OF ICT READINESS, ROLE OF SUPERVISOR, ROLE OF TUTOR TEACHER, AND THE OBSTACLE OF CHANGING SCHOOL LOCATION ON THE SUCCESS OF TEACHING PRACTICES PROGRAM

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Abstract

The purpose of this study is to determine the effect of the undergraduate students ICT Skill Readiness, the role of tutor teacher, the role of a field supervisor, and the obstacle of changing school location during Covid-19 pandemic, on the success of the Teaching Practice Program (TP) 2020 study in undergraduate students of Accounting Education Yogyakarta State University in the academic year of 2020/2021. This research is causal associative research using a quantitative approach. The respondents were 69 undergraduate students with the criteria that they had completed the Teaching Practice Program (TP) from July to December 2020. The data collection technique used a questionnaire. Classical assumption tests that were used were normality test, reliability test, multicollinearity test, and heteroscedasticity test. The data analysis technique used multiple regression and simple regression. The results showed that: 1) There was a significant effect of all independent variables together on the success of the Teaching Practice Program (TP) 2020 with a sig. value shows the number 0,002 and the adjusted coefficient of determination (Adjusted R Square) is 0.182 or 18.2%. This value indicates that 18.2% of the success of the Teaching Practice Program (TP) 2020 was affected by all independent variables together while the other 81.8% was explained by other variables not examined in this study. 2) There was a positive effect from the undergraduate students' ICT Skill Readiness on the success of the Teaching Practice Program (TP) 2020 with a sig. value shows the number 0.010 and the variable coefficient shows the number 0.312. 3) There wasn't any effect from the role of tutor teacher, the role of a field supervisor, and obstacle of changing school location during Covid-19 pandemic on the success of Teaching Practice Program (TP) 2020 which indicated by the value of sig. above 0.05.

Keywords: Teaching Practice Program, ICT Skill Readiness, Tutor Teacher, Field Supervisor, Changing Teaching Practice School Location.

Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh kesiapan keterampilan TIK mahasiswa, Dosen Pembimbing Lapangan, Guru Pamong, dan kendala perpindahan lokasi sekolah tempat dilaksanakannya TP, baik secara bersama-sama maupun secara parsial terhadap keberhasilan pelaksanaan TP (Praktik Kependidikan) 2020 mahasiswa Pendidikan Akuntansi UNY. Penelitian ini merupakan penelitian asosiatif kausal menggunakan pendekatan kuantitatif. Responden berjumlah 69 orang dengan kriteria telah selesai melaksanakan program Praktik Kependidikan pada Juli hingga Desember 2020. Teknik pengumpulan data menggunakan kuesioner. Uji asumsi klasik yang dijalankan meliputi uji normalitas, uji reliabilitas, uji multikolinearitas dan uji heteroskedastisitas.

Teknik analisis data menggunakan regresi berganda dan regresi sederhana. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh yang signifikan dari seluruh variabel bebas secara bersama-sama terhadap keberhasilan program TP 2020 dengan nilai sig. menunjukkan angka 0,002 dan nilai koefisien determinasi (Adjusted R Square) sebesar 0,182 atau 18,2%. Nilai ini menunjukkan bahwa 18,2% dari keberhasilan program TP pada tahun 2020 dipengaruhi oleh seluruh variabel bebas secara bersama-sama sedangkan 81,8% lainnya dijelaskan oleh variabel lain yang tidak diteliti dalam penelitian ini. 2) Terdapat pengaruh positif antara kesiapan keterampilan TIK mahasiswa terhadap keberhasilan program TP 2020 dengan nilai sig. menunjukkan angka 0,010 dan koefisien B menunjukkan angka 0,312 yang artinya setiap pertambahan satu satuan pada koefisien variabel tersebut, keberhasilan program TP akan meningkat sebesar 0,312. 3) Tidak terdapat pengaruh dari Dosen Pembimbing Lapangan, Guru Pamong, ataupun kendala perpindahan lokasi sekolah tempat dilaksanakannya TP secara parsial terhadap keberhasilan program TP 2020 yang ditunjukkan oleh nilai sig. diatas 0.05.

Kata kunci: Praktik Kependidikan 2020, Kesiapan keterampilan TIK, Dosen Pembimbing Lapangan, Guru Pamong, Kendala Perpindahan Lokasi TP 2020

INTRODUCTION

The progress of a nation can be seen from the quality of its human resources. The quality of human resources is not only assessed from an economic point of view but also from a social and environmental perspective. One of the crucial ways to improve the quality of human resources is through education. Therefore, every country in the world highly respects education and implements different systems according to the culture and needs of their respective nations. Quality formal education cannot be separated from the quality of teachers as education personnel.

To improve the quality of teachers so that they can master all qualifications and competencies to realize quality education, the University States of Yogyakarta as one

of the educational units at the level of higher education annually organizes School Field Introduction activities or PLP (Pengenalalan Lapangan Persekolahan). PLP itself is a process of observation/observation and apprenticeship conducted by undergraduate students of the Bachelor of Education Program to study aspects of teaching and education management in educational units (Tim Penyusun Panduan PLP, 2019).

Teaching Practice (TP) Program is an extension of PLP or Introduction to Schooling Fields that is performed by undergraduate education undergraduate students to learn and practice teaching skills in the form of guided teaching activities and schooling practices in educational units. TP in the 2020-2021

academic year is performed mostly by 2017 class undergraduate students. Significant differences between PLP in 2019 and TP in 2020 is: 1) PLP lasts for 2 months with a total of at least 256 effective hours and is equivalent to 3 credits (Tim Penyusun Panduan PLP, 2019). While the 2020's TP lasts for 6 months and is equivalent to 6 credits or a minimum of 272 effective hours (Keputusan Rektor UNY nomor 1.18/UN34/VI/2020 mengenai Prosedur Operasional Baku Praktik Kependidikan 2020); 2) The location of the school where the undergraduate student PLP is held is obtained based on the results of a meeting between the PP PLP and the Coordinator of the PLP Study Program by considering the suitability of the subject matter or activity material practiced in the school with the undergraduate student study program. The number of partner schools and their distribution depends on the number of prospective PLP participants who have registered with the PLP Study Program Coordinator. Meanwhile, since May 6, 2020, most of the TP 2020 locations have been moved, so that the school where the TP is held is not far from the undergraduate student's home environment and meets the applicable health protocol because of the Covid-19 Pandemic; 3) Almost all TP 2020 activities

are performed online, both guided learning activities by the respective school Tutor Teachers and supervision by UNY through Field Supervisors, which aims to avoid direct contact in order to prevent the spread of Covid-19. The change in the program from PLP to TP is caused by Covid-19 Pandemic (Novel Coronavirus) which has been Pandemic since March 2020 throughout the world.

Based on the <https://kawalcovid19.id> website, Coronavirus is a large family of viruses that cause disease in humans and animals. In humans, it can cause disturbances in the respiratory tract to contract Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Covid-19 is transmitted through droplets, namely particles that come out of the body when someone sneezes or coughs who is inhaled either intentionally or not. This virus can also be transmitted through droplets attached to inanimate objects that are touched by other people, then the person who touches them carries out activities such as eating, picking their nose, licking their hands, and cleaning their eyes, without washing their hands first. The easy spread of the virus and the absence of drugs and vaccines have forced the whole world to take several preventive measures, such as maintaining a minimum distance

of 1 meter, using masks, and not doing activities together in one place. This precaution is very influential on activities such as offices, worship, and education is no exception. Schools are temporarily unable to hold teaching and learning activities in schools as they should be, but learning is required to be performed online (in a network) so that all parties can carry out educational activities while still preventing the spread of Covid-19, namely not making direct contact.

The change in the PLP mechanism to TP has resulted in the emergence of obstacles faced by education providers, in this case especially undergraduate students. One of the obstacles faced by students in the process of TP is their readiness in ICT skills. According to Mukarom and Rusdiana (2017), ICT skill in education is useful as a systematic effort in designing, implementing, and evaluating the entire learning process for a specific purpose, and is based on research on the learning process and communication in humans so that learning can take place effectively. Coupled with the Covid-19 pandemic situation which requires all activities to be carried out online at their respective locations or home.

The results of a survey conducted by researchers on all Accounting Education undergraduate students who participated in the TP 2020 program (69 people) showed that only 30.4% of undergraduate students (21 people) were able to always handle errors/errors on laptops/computers independently. This shows a lack of readiness in skills when using components that support online activities such as laptops and other software applications which then makes it difficult for some undergraduate students to carry out teaching and learning activities, while these skills are a basic need during TP 2020 activities. Undergraduate students as TP 2020 participants are required to fulfill sufficient ICT mastery competencies so that learning practice activities can run smoothly while meeting educational goals. Some forms of face-to-face online learning also require software with video conferencing functions such as Zoom, Google Meeting, and Skype. In addition to being used for learning practices, the video-based program can also be used by Field Supervisors and Tutor Teacher to conduct guidance and evaluation of the tasks and obligations by undergraduate students in TP 2020.

Undergraduate students as implementers of the 2020 TP program have the right to receive guidance from the

campus through the Field Supervisor, and from the school through Tutor Teacher at the school. The role of the supervisor in undergraduate student activities is very important, as mentioned by Kinasih (2011), the undergraduate student supervisor is the most appropriate teaching staff to be used as a source of assistance and advice so that undergraduate students can complete their assignments well. The assistance provided by the supervisor to undergraduate students is intended so that undergraduate students can develop their views, make decisions and face the consequences of their own decisions.

Field Supervisors are tasked with guiding the preparation of matrices, monitoring and evaluating the implementation of the learning process, testing courses, submitting and attracting undergraduate students as well as checking, evaluating and reflecting on undergraduate student activities at school locations. The difference that appears in the guidance of Field Supervisors during the 2020 TP is that the guidance is performed online using online communication media facilities that help facilitate the mentoring process (Keputusan Rektor UNY nomor 1.18/UN34/VI/2020 mengenai Prosedur Operasional Baku Praktik Kependidikan 2020) because it is not possible face-to-

face activities during the Covid-19 Pandemic. In real conditions, online tutoring cannot meet the needs of undergraduate students regularly. This is evidenced by only 2.9% (2 people) of 69 undergraduate students who are regularly contacted by their respective Field Supervisors. The remaining 78.3% (54 people) sometimes, 14.5% (10 people) often and even 4.3% (3 people) were never contacted by the Field Supervisor during the 2020 TP. Meanwhile, the research conducted by Dasmo and Sumaryarti (2014) on Indraprasta University stated that the role of the supervisor had a significant effect on the success of PPL (and similar programs like TP) for undergraduate students.

While the Field Supervisor is in control of the undergraduate student's responsibilities to the campus, Tutor Teacher plays a role in ensuring the responsibility of the practical undergraduate student for their obligations to the school. The tutor teacher holds the decision whether students are eligible to practice, provides examples of teaching, as well as evaluates the learning process carried out by students directly to students at school. The role of the tutor teacher as direct control greatly determines the success of student activities in their respective practice locations. This is

scientifically proven with research conducted by Premana (2012) that partially, the role of tutor teacher has a positive correlation with student achievement in carrying out teaching practice activities. Meanwhile, online tutoring by the tutor teacher in TP 2020 cannot meet the needs of students regularly. This is evidenced by only 30% (21 people) of the 69 students who are always supervised and evaluated by the tutor teacher. The duties were given to each Field Supervisor and Tutor Teacher in the 2020 TP program are fully carried out online due to the Covid-19 pandemic, which makes monitoring and evaluation activities less effective. The initial observation activities in some schools where undergraduate students practice even cannot be carried out properly.

In addition to the obstacle previously described, the system of Changing the location of the TP for some undergraduate students is also considered less conducive and difficult. Based on the survey conducted by the researcher, several undergraduate students had finished observing and communicating with Tutor Teachers at the school that had been plotted by the TP Study Program Coordinator, then directed to find a new school location for the TP 2020 Program. With the minimal number of schools that

have a curriculum that is relevant to the majors of undergraduate students, especially undergraduate students majoring in Accounting Education who have to look for a Vocational High School with a major in Accounting, the process of changing the location of the school where the TP is held is quite difficult for undergraduate students to find a school where the TP is implemented, which is not far from home to comply with Covid-19 health protocols.

Based on the background of the problem, the researcher is interested in conducting a study with the title The Effect of ICT Skill Readiness, Role of Supervisor, Tutor Teacher, and The Obstacle of Changing School Location on The Success of Teaching Practices Program 2020.

Literature Review

Undergraduate students majoring in education at the University of Yogyakarta are required to take the Introduction to Schooling Field (PLP) course as a graduation requirement. Initially, the PLP was planned to last for 2 months (July and August), following the 2020 PLP Guidelines published by the Institute for Quality Assurance and Educational Development (LPMPP) University States of Yogyakarta. However, based on

Peraturan Rektor Universitas Negeri Yogyakarta Nomor 5 2020 regarding the Independent Learning Curriculum-Independent Campus, the 2020 PLP program plan is adjusted to become Teaching Practices or TP 2020, the procedure is regulated in the Keputusan Rektor UNY number 1.18/UN34/VI/2020 concerning Standard Operational Procedures for Teaching Practices 2020 and make the TP Program run for 6 months with a minimum of 272 effective hours.

The procedures and processes for implementing the Teaching Practice (TP) program in 2020 are very different from similar programs, such as PPL (Practice Field Experience) and PLP (Introduction to School Fields) in previous years. The difference in the implementation of TP is due to the Covid-19 pandemic. This pandemic situation requires every community to obey the health protocols set by the government such as maintaining distance, wearing masks, and not making crowds, to stop the transmission of Covid-19. This health protocol must be applied in all lines of society, including the learning process in schools. As a result, the learning process and all educational activities must be performed online.

The framework for thinking about the problem that has been described by the author above is as follows:

- 1) The Effect of Undergraduate students ICT Skills Readiness on the Success of Teaching Practice Program 2020

Undergraduate students are required to be able to use software applications in carrying out online teaching and learning activities. Undergraduate students are also expected to be able to handle errors/errors on laptops/computers independently. their readiness to master these ICT Skills Readiness will support the smooth running of TP activities performed online. Thus, the higher the Undergraduate students ICT Skills Readiness, the higher their chances of successfully implementing the 2020 Teaching Practice Program. Thus, there is a positive effect between the Undergraduate students ICT Skills Readiness on The Success of Teaching Practice Program 2020

- 2) The Effect of The Role of Field Supervisors on The Success of Teaching Practice Program 2020

In addition to the learning process, guidance and direction by Field Supervisors (DPL) must also be performed online. The results of Dasmo and Sumaryati's (2014) research prove that there is a significant effect of the role of

Field Supervisors on the success of the PPL program (Field Experience Program). Teaching Practices (TP) in this study is a similar program and has a system similar to PPL. According to testimonies from several undergraduate students, online guidance and direction resulted in a reduced intensity of guidance and direction from the Field Supervisor. Thus, the author assumes that the good role of guidance and direction performed by online field supervisors will increase the success of the 2020 TP program.

3) The Effect of Tutor Teacher on The Success of Teaching Practice Program 2020

In addition to guidance and direction by the Field Supervisor (DPL), Tutor Teacher also plays an important role in guiding and directing TP 2020 undergraduate students while at school. This guidance and direction must also be performed online. Research from Nugraheni (2020) shows that partially, Guiding Teachers or also called Tutor Teachers do not affect the success of PLP KP (Introduction to Practical Work School Fields). Teaching Practices (TP) in this study is a similar program and has a system similar to PLTPP. According to testimonies from several TP 2020 undergraduate students, the guidance and

direction provided by Tutor Teacher have also decreased due to procedures that require online guidance. Therefore, the author examines that the good role of guidance and direction, which in normal conditions is performed face-to-face, then becomes fully online by Tutor Teacher, will increase the success of the 2020 TP program

4) The Effect of Obstacle of Changing School Location during Covid-19 Pandemic on The Success of Teaching Practice Program 2020

Another factor that according to the author can affect The Success of Teaching Practice Program 2020 is the transfer of the location of the school where undergraduate students carry out this program, due to the current Covid-19 pandemic situation during program implementation. According to the testimony of undergraduate students in the pre-research, some of them felt that there was an obstacle in the process of Changing locations which had to be done independently in schools close to their respective places of residence, with a curriculum that was following the undergraduate student's study program. Thus, the more obstacle faced by undergraduate students related to Changing the location of the TP 2020

Program will reduce The Success of Teaching Practice Program 2020.

Research Method

This research is causal associative research. According to Umar in Syahputra (2017), causal associative research is research that aims to determine the effect between two or more variables. This study explains the effect and effect of the variables studied. The approach used in this study is a quantitative approach, which means that information or data is embodied in numbers and the analysis is based on statistical analysis (Arikunto, 2013). Quantitative research is used when researchers want to know the relationship between two or more variables that are the object of research and are generally used to test or support a hypothesis. Based on the problems studied, the method used is a quantitative research method. Quantitative research methods according to Sugiyono (2013) are also referred to as positivistic methods, because they are based on the concept of positivism (measurement, reduction, empirical observation, based on theory (Creswell, 2014). This research is also included in the ex-post facto research. According to Arikunto (2013), ex-post-facto research is a research model whose events have occurred before the research is performed.

This research was conducted at the Accounting Education Study Program, Faculty of Economics, University States of Yogyakarta. The time of the study was performed in February - June 2021. The population according to Arikunto (2013) is all the subjects used in the study. The population taken in this study were active and non-active undergraduate students of the Accounting Education Study Program, Faculty of Economics, University of States of Yogyakarta who had completed the Teaching Practice in 2020. The population consisted of 69 people with details of 65 undergraduate students being Accounting Education undergraduate students class 2017, and 4 the rest are undergraduate students of Accounting Education class 2016. If the number of subject members in the population is less than 100 people, and in collecting data the researcher uses a questionnaire, the total number should be taken (Arikunto, 2013). Therefore, this study is a population study. Sugiyono (2013) also mentions that research with saturated samples is research that wants to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled.

The advantages of data collection techniques using questionnaires strongly support researchers in collecting data

during the Covid-19 pandemic, therefore the technique used by researchers is questionnaires distributed online. The type of questionnaire in this study is a closed questionnaire, so to answer the questionnaire, respondents just choose the answer options that have been provided by the researcher, according to the state of the subject.

The scoring is compiled using a Likert Scale (tiered) with modifications to 4

answer choices given to respondents. Likert scale with 4 answer choices, including Always/Strongly Agree, Often/Agree, Rarely/Disagree, and Never/Strongly Disagree. The statements used as research instruments are in the form of positive statements and negative statements, which are placed randomly with scoring guidelines by the scoring guidelines in Table 1.

Table 1. Scoring Guidelines

Alternative Answer	Score each question	
	Positive	Negative
Always/Strongly Agree	4	1
Often/Agree	3	2
Rarely/Disagree	2	3
Never/Strongly Disagree	1	4

The questionnaires are arranged based on the instrument grid which will be explained in Table 2 to Table 6, which refers to the indicators of each variable studied, which include The Success of Teaching Practice Program 2020

(Y), Undergraduate students ICT Skill Readiness (X1), Role of Supervisors Field (X2), the Role of Tutor Teacher (X3), and the Obstacle of Changing School Locations (X4).

Table 2. The Success of Teaching Practice Program 2020

Variable	Indicator	Number of Items	Total Items
The Success of Teaching Practice Program 2020 (Y)	1. Increased experience and direct teaching skills by implementing real learning to undergraduate students.	1, 2, 3*	3
	2. Understand and implement the professional duties of education staff properly and correctly by completing all administration and obligations that have been determined by the Education unit	4, 5, 6	3
	3. Gain experience on how to think and work in an interdisciplinary manner and apply it by recognizing, studying, and living the problems in the school environment	7, 8*, 9	3
	4. Applying educational knowledge gained during lectures in learning in the field	10, 11, 12	3
Total Item			12

Table 3. Undergraduate Students ICT Skill Readiness Instrument Grid

Variable	Indicators	Number of Ite	Total Items
Undergraduate students ICT Skill Readiness (X1)	1. Operate personal hardware (Computer/Laptop/Tablet/Smart phone) and its peripherals (other connected hardware)	13, 14	2
	2. Install, set up, maintain, and resolve errors that occur on personal computers	15*, 16	2
	3. Processing data using word processing software	17, 18	2
	4. Processing data using number processing software	19, 20	2
	5. Processing data using presentation processing software	21, 22*	2
	6. Processing data using internet-based software and video conferencing	23, 24, 25*	3
Total Items			13

Table 4. Field Supervisors' Role Instruments Grid

Variable	Indicators	Number of Items	Jumlah Item
The Role of TP Field Supervisor (X2)	1. Guiding the preparation of the matrix of activities and learning plans, online	26*, 27, 28	3
	2. Monitor and evaluate the implementation of the learning process, online	29, 30	2
	3. Communicate regularly with tutoring undergraduate students, online	31, 32*	2
	4. Test and assess the TP 2020 report, online	33, 34	2
	5. Submit and retract undergraduate students from TP 2020 online and on time (according to the TP 2020 timeline)	35, 36, 37	3
Total Items			12

Table 5. The Role of Tutor Teacher Instrument Grid

Variable	Indicators	Number of Items	Jumlah Item
The Role of Tutor Teacher (X3)	1. Guidance, undergraduate student direction related to the learning process including preparation, guided teaching practice, and online independence	38, 39	2
	2. Assistance and provision of learning models/examples regularly in the implementation of online learning practices	40, 41*	2
	3. Guidance on the preparation of online learning tools	42, 43	2
	4. Assessment of learning practices from undergraduate students online	44, 45	2
Total Items			8

Table 6. Obstacle of Changing School Locations Instrument Grid

Variable	Indicators	Number of Items	Jumlah Item
Obstacle of Changing Locations (X4)	1. Requirements of the TP location school	46, 47, 48*	3
	2. Survey and observation of TP location schools	49, 50*, 51	3
	3. Coordination with the UNY campus	52, 53, 54*	3
	4. Coordination with the school where the TP is located	55, 56*, 57	3
	5. Divide of subjects and preparation of learning tools	58, 59, 60*	3
Total Items			15

Research Result and Discussion

The population taken in this study were active undergraduate students and alumni of the Accounting Education Study Program, Faculty of Economics, University of States of Yogyakarta who had completed the Teaching Practice from July to December 2020. The population (which was then taken as a sample)

consisted of 69 people with details 65 people are undergraduate students of Accounting Education class 2017, and the remaining 4 are undergraduate students of Accounting Education class 2016. Of the 69 total respondents, the data collected is 68 respondents with all questions in the questionnaire answered.

Variable data for The Success of Teaching Practice Program 2020 was

obtained through a questionnaire with 11 statement items that had been filled out by 65 undergraduate students of Accounting Education class of 2017 and 3 undergraduate students of Accounting Education class of 2016. There were 4 alternative answers with the highest score of 4 and the lowest score of 1, so the highest ideal score is 44 and the lowest ideal score 11. The ideal mean (Mi) is 27.5, and the ideal Standard Deviation (SDi) is 5.5. The Success of Teaching Practice Program 2020 is worth a maximum of 44 and a minimum of 32; The mean or average is 37.16; The median is 37; The mode is 37; the Standard Deviation is 3.272. The majority of respondents, as many as 61 people (89.71%) think that their success rate in implementing TP is high and only 7 people (10.29%) respondents think that their

success rate in implementing TP is medium.

Data on Variable Undergraduate Students ICT Skills Readiness was obtained through a questionnaire with 12 statement items that had been filled out by 65 undergraduate students of Accounting Education class of 2017 and 3 undergraduate students of Accounting Education class of 2016. There were 4 alternative answers with the highest score of 4 and the lowest score of 1 so that the highest ideal score is 48 and the lowest ideal score is 12. The ideal mean (Mi) is 30, and the ideal Standard Deviation (SDi) is 6. Undergraduate students ICT Skills Readiness Undergraduate students are worth a maximum of 48 and a minimum of 34; The mean or average is 39.76; The median is 39; The mode is 36; the Standard Deviation is 3.546. A total of 7 people (10.29%) of respondents thought that the level of Undergraduate students' ICT Skills Readiness they had before TP was medium, while the majority of respondents as many as 61 people (89.71%) thought that the level of Undergraduate students ICT Skills Readiness they had before the implementation was high.

The Role of Field Supervisor TP variable data was obtained through a questionnaire with 11 statement items that

had been filled out by 65 undergraduate students of Accounting Education class of 2017 and 3 undergraduate students of Accounting Education class of 2016. There were 4 alternative answers with the highest score of 4 and the lowest score of 1, so that the score of the highest ideal is 44 and the lowest ideal score is 11. The ideal mean (Mi) is 27.5, and the ideal standard deviation (SDi) is 5.5. The Role of Field Supervisor has a maximum value of 44 and a minimum of 15; The mean or average is 28.74; The median is 28; The mode is 28; and the Standard Deviation is 4.937. The majority of respondents, as many as 53 people (77.94%) considered that The Role of Field Supervisor during the TP 2020 Program was good. As many as 12 people (17.65%) other respondents considered The Role of Field Supervisor during TP 2020 Program to be enough and only 3 people (4.41%) respondents considered that The Role of Field Supervisor during TP 2020 Program was less.

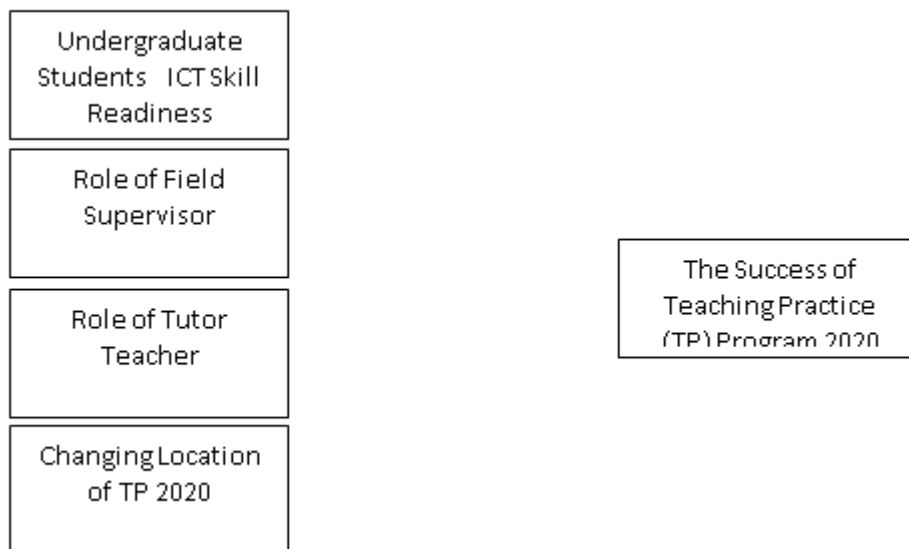
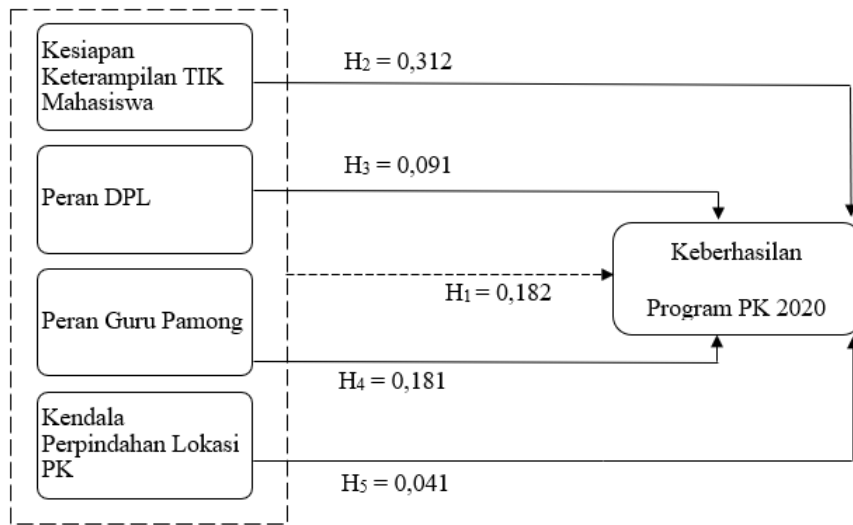
The Role of Tutor Teacher variable data was obtained through a questionnaire with 8 statement items that had been filled out by 65 undergraduate students of Accounting Education class of 2017 and 3 undergraduate students of Accounting Education class of 2016. There were 4 alternative answers with the highest score

of 4 and the lowest score of 1, so that the ideal score the highest is 32 and the lowest ideal score is 8. The ideal mean (Mi) is 20, and the ideal Standard Deviation (SDi) is 4. The Role of Tutor Teacher 2020 has a maximum value of 32 and a minimum of 16; The mean or average is 24.35; The median is 23; The mode is 23; and the Standard Deviation is 3.693. The majority of respondents (51%) considered that The Role of Tutor Teacher during the TP 2020 Program was enough. Meanwhile, as many as 33 people (49%) respondents considered that The Role of Tutor Teacher during the TP 2020 Program was good.

Data on Variable Obstacle on Changing Locations for TP 2020 Program was obtained through a questionnaire with 12 statement items that had been filled out by 65 undergraduate students of Accounting Education class of 2017 and 3 undergraduate students of Accounting Education class of 2016. There were 4 alternative answers with the highest score of 4 and the lowest score of 1, so the ideal score was the highest is 48 and the lowest

ideal score is 12. The ideal mean (Mi) is 30, and the ideal Standard Deviation (SDi) is 6. Obstacle of Changing Locations for TP 2020 Program have a maximum value of 40 and a minimum of 17; The mean or average is 26.93; The median is 27; Mode is 32; and the Standard Deviation is 4.987. The majority of respondents (75%) considered that the Obstacle faced due to the change in the location of the TP 2020 Program were medium, While 16 people (24%) of the other respondents thought that the Obstacle faced due to the relocation of the TP 2020 Program were low and only 1 person (1%%) of the respondents considered that The Obstacle faced due to changing the location of the TP 2020 Program was high.

This study aims to determine the effect of Undergraduate student Undergraduate students ICT Skills Readiness, The Role of Field Supervisor, The Role of Tutor Teacher, and Obstacle of Changing Locations on The Success of Teaching Practice Program 2020. The results of this study can be described as following:



Statistically, the results of this study indicate that the Undergraduate students ICT Skills Readiness has a significant effect (sig. 0.010) on the success of the 2020 TP program with the X1 variable coefficient value of 0.312. These results indicate that undergraduate students with higher ICT Skills Readiness will increase their chances of achieving successful Teaching Practices. The implementation of TP that is fully performed online requires skills in the field of ICT independently by each undergraduate student.

These results are in line with research from Kristyaningrum (2011) on the relationship between undergraduate students' ICT skill levels and the use of E-Learning which proves that the ICT Skills Readiness possessed by undergraduate students has a positive effect on the use of E-Learning in lectures. Teaching Practices performed online also require ICT Skills Readiness from undergraduate students so that the use of E-Learning in the teaching and learning process of teachers and undergraduate students can run optimally so that learning objectives can be achieved.

The results of this study indicate that the role of the Field Supervisor has no effect (sig. 0.263) on the success of the 2020 TP program with a coefficient value of 0.091. The role of DPL which is

considered good is only felt by 17.6% (12 of 68 undergraduate students), while 77.94% (53 of 68 undergraduate students) feel that the role of DPL is sufficient. There is 4.41% (3 out of 38 undergraduate students) who think that the role of DPL in the implementation of TP is classified as lacking. However, even though the majority of DPL's role is moderate, undergraduate students can still complete the TP program with 90% (61 of 68 undergraduate students) of undergraduate students feeling successful in the high category and 10% (7 of 68) being moderate.

The result of this study is different from the result of research conducted by Dasmo and Sumaryati (2014) on undergraduate students of the Faculty of Engineering, Mathematics and Natural Sciences, Indraprasta University, PGRI which showed the results that Field Supervisors (DPL) had a significant effect on the success of PPL undergraduate students. Differences in the results of this study can be caused by different guidance systematics. TP 2020 requires guidance to be performed completely online due to the Covid-19 pandemic. Systematic guidance like this results in a lack of guidance and supervision from DPL that is felt by undergraduate students. When the role of

DPL is felt to be less supportive of the implementation of TP, while undergraduate students can still successfully carry out TP smoothly, it can be concluded that the role of DPL does not affect the success of TP.

Statistically, the results of this study indicate that the role of the Tutor Teacher has no effect (sig. 0.129) on the success of the 2020 TP program with a coefficient value of 0.181. If you look at the analysis of the description and answers of the questions on the variable of the role of the tutor teacher, actually the role of the tutor teacher is felt very well by undergraduate students. However, in line with the research of Dasmo & Sumaryati (2014), the insignificant of these results can be caused by the ability of undergraduate students to control the class which is sufficient even before the TP program because the campus has been equipped with Micro Teaching and other courses that can improve undergraduate students' abilities. in teaching in class.

Another reason that could be the cause of the insignificant role of the Tutor Teacher is that undergraduate students already understand the characteristics of the school students and the culture of the school where they carry out TP. Undergraduate students understanding of

the characteristics and culture of this school is caused by the change in the location of the school where undergraduate students carry out TP which was initially chosen at random, the systematics was changed to undergraduate students submitting their school locations close to their homes/places of residence to minimize the spread of the Covid-19 virus. Undergraduate students who already understand and understand the characteristics and culture of school students where they carry out TP make the role of the Tutor Teacher not significantly affect the success of the 2020 TP program.

The results of this study are also in line with research from Nugraheni (2020) on Undergraduate students of Accounting Education, Economic Education, and English Education FKIP Sanata Dharma University where the role of the Supervising Teacher partially does not have an effect on programs similar to TP, namely PLP KP at Sanata Dharma.

The results of this study indicate that the obstacle of changing location of the TP 2020 Program has no effect (sig. 0.590) on the success of the 2020 TP program with a coefficient value of 0.041. The obstacle faced by 75% (51 of 68) undergraduate students were considered quite a lot, and 24% (16 of 68) other undergraduate

students felt that the obstacle faced were few. Only one person felt that there were many obstacle due to the TP's changing location. Although there are several answers to the questions (eg points 4, 7, and 8) which indicate there are obstacle due to changing locations, this factor does not have a major effect on the success of the TP program undertaken by undergraduate students.

The ineffectiveness of the TP location shift factor on the success of the 2020 TP program can also be due to the systematic online Teaching Practice. Obstacle faced on average only during the transfer process or before the jump. After the deployment or when the TP is running, most activities such as learning, guidance and preparation of work programs are performed online and can be done anywhere, so that the location has no effect on the process and success of undergraduate students in TP.

Conclusion and Suggestion

Undergraduate students ICT Skills Readiness has a significant positive effect on The Success of Teaching Practice Program which is performed by undergraduate students for a period of 6 months and is performed online. The higher the undergraduate student's ICT

Skills Readiness, the higher the success rate in implementing the TP program.

The success of undergraduate students in completing the TP program is not affected by The Role of Field Supervisor, The Role of Tutor Teacher at school, nor the obstacle faced due to changing the location of the TP 2020. The independent variable has no effect because undergraduate students have been equipped with class mastering skills. and learning strategies from lectures, obstacle of changing location of the TP 2020 program that makes undergraduate students know and understand the characteristics and conditions of undergraduate students in the learning process, and obstacle of changing location that is only felt at the moment before TP.

Undergraduate students ICT Skills Readiness owned by undergraduate students, The Role of Field Supervisor, The Role of Tutor Teacher, and the obstacle caused by location changes can explain 18.2% on the success of the 2020 Teaching Practice (TP) program by Accounting Education undergraduate students Faculty of Economics University States of Yogyakarta.

Based on the results of the research and discussion that have been described, the

researchers provide suggestions, among others: 1) Quite a lot of undergraduate student respondents (29.5%) have difficulty making repairs if there are errors in the software or hardware they use so that undergraduate students have to improve their ICT Skills Readiness. Some of the ways that can be used include: often practice operating hardware and software, be confident in operating the device, not afraid to make mistakes and dare to try out the features on the device so that you are more familiar with errors/errors that may occur and understand how to fix it; 2) Based on the results of the study, most of the undergraduate student respondents considered that Field Supervisors (DPL) (79.4%) and Tutor Teachers (72%) did not routinely supervise the learning implementation process which is the core of the TP program. Therefore, the organizers of the TP, namely the University States of Yogyakarta, in order to provide guidance and carry out clear and firm monitoring to Lecturers as Field Supervisor and Tutor Teachers so that they pay more attention to and supervise their undergraduate students during learning. The significant effect of ICT readiness on the success of TP is also a consideration for researchers to provide suggestions for the University of States of Yogyakarta to

make an ICT workshop program, right before the implementation of TP so that undergraduate students do not forget the features and functions of the software that will be used and become more prepared when carrying out TP. The University States of Yogyakarta also needs to improve the systematic socialization of plotting undergraduate student TP locations by making briefings on what undergraduate students should do when they want to apply for a school location for TP 2020 Program independently. The reason the researcher suggested this was because 86.8% of the respondents stated that the direction on what to be notified and/or given to the school from the University States of Yogyakarta was still unclear; 3) This study examines 4 factors, namely the Undergraduate students ICT Skills Readiness, The Role of Field Supervisor TP, The Role of Tutor Teacher, and Obstacle of Changing Location on the success of TP 2020 Program, but the Coefficient Determination obtained together is only worth 18.2%. This shows that the success of TP is not only affected by these variables. There are still 81.8% of other factors of The Success of Teaching Practice Program that can be researched. It is hoped that further research can examine other factors such as undergraduate student

socio-economic conditions because online learning needs many resources, such as electronic hardware and those peripheral and internet, that need to be prepared by either undergraduate student as a teacher or school students where TP is implemented.

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