

EFFECTIVENESS OF PPL/PLT IMPLEMENTATION IN ACHIEVE VOCATIONAL TEACHER COMPETENCY

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ABSTRACT

The general objectives of this study are to describe: (1) the effectiveness of the context seen from the support of all related elements in the implementation of PPL/PLT on students of FT UNY; (2) the effectiveness of the input seen from the readiness of the implementation of PPL/PLT on FT UNY students; (3) the effectiveness of the process seen from the implementation of PPL in learning in schools at FT UNY; and (4) the effectiveness of the PPL/PLT implementation product for FT UNY students, in terms of the success of achieving the criteria and students' academic achievements in achieving competency standards. The method used in this study is program evaluation with the CIPP method (context, input, process, product). The population of this study were students who were taking PPL courses at the Faculty of Engineering, UNY 2018. The sampling technique was carried out by proportional random sampling. Data collection techniques were carried out using documentation, observation, interviews, and questionnaires. The data analysis technique used descriptive qualitative and quantitative analysis. The results of the study show the following. (1) The level of effectiveness of Context (context) seen from the support of all related elements in the implementation of PPL/PLT for FT UNY students is in the very effective category. (2) The level of effectiveness of the Input (input) seen from the support of all related elements in the implementation of PPL/PLT for FT UNY students is in the quite effective category. (3) The level of effectiveness of the Process (process) seen from the support of all related elements in the implementation of PPL/PLT for FT UNY students is in the quite effective category. (4) The level of effectiveness of the Product (product) seen from the support of all related elements in the implementation of PPL/PLT on FT UNY students is in the quite effective category. The success of students in achieving the competency criteria (B+) in PPL/PLT learning academic achievement reached 96%, based on the graduation criteria limit with the B+ score already exceeding the effective limit criteria, namely 80% reaching competent (B+). This means that the implementation of PPL/PLT is declared effective in equipping prospective teacher students to become competent vocational teachers.

Kata Kunci: *Effectiveness, Field Experience Practice, FT UNY*