

Implementing of Field Study Learning Methods in Educational Supervision Course

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This study aims to determine the feasibility of implementing field study learning methods in educational supervision courses. This action research research was carried out by providing field study treatments in the last 3 weeks of 12 meetings during offline learning lectures in one semester. The time of the research was carried out during the 2021/2022 even semester studies at the undergraduate program of the Islamic religious education study program, Faculty of Islamic Studies, Islamic University of Indonesia. The research subjects were four classes in the educational supervision subject with 61 Islamic studies bachelor students in the 1st semester as respondents. Data collection techniques using questionnaires (open-ended questions). The data analysis technique was carried out in a qualitative analysis with the stages of data reduction, data display, and drawing conclusions. The results showed that the implementation of the field study learning model in educational supervision courses had an impact on student competence, character and skills. The majority of students experienced an increased understanding of educational supervision material. The skills of communicating and composing student instruments also improved. Students feel more courageous and confident in public speaking. In the end this field study learning model is also effective in improving student cognitive learning outcomes.

Keywords: field studies, educational supervision, Islamic studies students, cognitive learning outcomes

INTRODUCTION

The success of the learning process is not necessarily measured by the final results of learning, but through a series of long processes during learning (Ghufron & Hardiyanto, 2017; Vaquilar-Romo et al., 2019). This learning success indicator includes all competencies that are the target of learning. These competencies include knowledge, skills, attitudes, or values that are embodied in habits of thought and behavior. The existence of this learning mastery ensures that all students master the competencies expected in a particular teaching material before moving on to the next teaching material (Djamaluddin & Wardana, 2019).

The learning process is said to be successful if there is a change from the cognitive, affective and psychomotor aspects of students to a better direction (Djamaluddin & Wardana, 2019). This change is an indication of the proper and appropriate implementation of the learning process (Munna & Kalam, 2021). At the college, the minimum learning completeness reference refers to the learning achievements of the courses contained in the semester and syllabus lesson plans.

The success of the learning process cannot be separated from the selection and use of appropriate learning methods. The learning method can be interpreted as a method used to implement plans that have been prepared by educators in the form of real and practical activities to achieve learning objectives. The main objective of the learning method is to facilitate the process and achieve student learning outcomes in accordance with what has been planned by students (Djamaluddin & Wardana, 2019; Ghufron & Hardiyanto, 2017).

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A good learning method must at least meet four basic criteria namely; 1) it can arouse students' curiosity, 2) it can generate positive optimism in students, 3) it can foster student creativity and 4) it can be applied effectively (Ahlaro, 2020). Selection of the right learning method must consider at least two conditions, namely according to the characteristics of the students and the characteristics of the material to be taught (Djamaluddin & Wardana, 2019). One of the learning methods is the field study. In schools this field study is better known as field trips.

Field studies in this case are interpreted as learning methods carried out through direct observation at activity locations. Field studies that are part of outdoor learning are based on experience and theoretical knowledge in class to explore and collect data, as well as carry out processing and analysis of data and/or information obtained for solving problems as outlined in the form of a report (Arsyad, 2017).

According to Vaquilar-Romo et al. (2019) field study is a learning method through direct data collection by observing, interviewing, taking notes, or asking questions. During the learning process, students are directly in the field. Field study is designed to give students the opportunity to examine problems in the field, evaluate the usefulness of ideas presented in class, and to educate students in making naturalistic observations and investigations. Students participate in ongoing activities. Field studies also offer students opportunities for data collection, theory-testing, and social intervention projects.

The purpose of carrying out field studies, among other things, is for students to gain direct experience from the observed object, gain experience in asking questions or interacting socially in order to solve the learning problems they face. In addition, students can see, hear, examine whatever they encounter to draw conclusions. Field study provides advantages, for example, at the same time students can study several other subject topics so that it becomes suitable if the field study method is also called a learning project (Ahmad & Laha, 2020; Ogunbado et al., 2020).

Learning projects are usually very appropriate when applied to get understanding information directly through learning by doing activities. In addition to the cognitive domain obtained from discovering understanding through direct deep inquiry, other students' abilities will also be honed including attitude skills, such as courtesy, respect, respect for time, courage, quick response, cooperation, patience, mutual help, and responsibility. In addition, students' communication skills will also develop, including the ability to choose the right dictions, compose questions and develop them quickly, and the ability to speak coherently and systematically will also increase. Students' skills in critical thinking, writing skills, analyzing and interpreting data, skills in adapting to all situations and conditions, skills in self-management in the use of time and supporting tools used in carrying out learning projects have also increased (Ahmad & Laha, 2020; Djamaluddin & Wardana, 2019; Kandamby, 2018).

To develop students' cognitive abilities, attitudes, and skills as described in a comprehensive manner in the Education Supervision course, they are trying to realize these competency targets. This course provides an overview of the understanding of one of the main duties and functions of a school principal both in terms of academics and the performance of teachers and education staff. Supervision is the process of implementing the work that has been done, assessing and correcting the work with the aim that the work can go according to plan. According to Priansa (2014) supervision is an effort to make teacher services to students develop to be more professional. Supervision is a coaching activity by school principals to develop the leadership of teachers and other school personnel to achieve educational goals that lead to improving the quality of education (S. Gordon, 2022; Jawhari et al., 2021).

The characteristics of educational supervision, among others, are systematic, meaning that supervision is carried out in a planned, regular and also continuous manner. Supervision is also objective, meaning

that it is carried out in accordance with the results of the data obtained from observations. In addition, supervision uses instruments to get feedback in the form of information that supports future improvement steps. As with the description of educational supervision, the characteristics of educational supervision material are contextual in nature which focuses on studying the implementation of supervision by school principals in educational units which include administrative supervision, academic supervision, and institutional supervision (S. P. Gordon, 2019; Siahaan et al., 2022).

In addition to material characteristics, the consideration for choosing this method is to improve the quality of student learning output. Based on the experience of implementing supervised learning in 2020 which is theoretically based without any field visits, the results show that students seem inexperienced, do not understand exactly what is being done in schools, and students' final grades are lower. Therefore, presumably this field study is needed to support the theory that has been presented in class.

Field study applies modern teaching principles that utilize the real environment in learning. Students can participate directly in various assignments given by educators and also experience and live up to what they encounter. Students acquire a variety of integrated and integrated knowledge and experiences, and can make it easier for them to learn the theory they have learned in class. Material becomes more relevant and contextual (according to actual conditions in the field) and of course has the potential to stimulate student creativity (Kandamby, 2018; Munandar et al., 2020; Syardiansah, 2018; Wang et al., 2017; Zaragoza & Fraser, 2017).

Previous research related to the use of field study methods in learning has been carried out, including increasing learning in Vocational High Schools through field studies (Kandamby, 2018), the benefits of field studies for increasing student competency (Syardiansah, 2018), the application of field studies in operational management courses (Joesyiana, 2018), the application of field studies to improve problem analysis skills in sociology students (Ahmad & Laha, 2020), the effectiveness of implementing field studies in geography subjects (Mahat et al., 2021), the effectiveness of learning Indonesian through field studies (Hartanti, 2017), development of an authentic assessment field study (Munandar et al., 2020; Yahiji et al., 2019).

This research seeks to implement field study method-based learning in educational supervision courses. The field study was chosen with the consideration that the characteristics of educational supervision subject matter are contextual in nature, which, if only given theory, is still less solid and feels less well understood. The availability of adequate learning facilities, schools that are used as references in field study-based learning really support the implementation of learning. The basic abilities of the majority of students already understand about the implementation of education in schools, even though the basic students are not all from public schools, but from Islamic boarding schools. Finally, the allocation of learning time is sufficient for field studies.

This study tries to describe the implementation of the field study and the constraints it faces. The research was conducted at the Islamic religious education study program, Faculty of Islamic Studies, Islamic University of Indonesia during the 2021/2022 even semester. The urgency of this research is as an evaluation material to improve the quality of learning in educational supervision courses in the future.

Research Questions

1. How large is the impact of field study-based learning methods on students?
2. What are the obstacles faced by students during field studies?
3. What are the scope of student learning outcomes after the field study?
4. How do students manage their groups during lectures?

5. How satisfied are students with the final results of educational supervision lectures?
6. How effective is the field study-based learning method in educational supervision courses from a student perspective?

METHOD

Research Design

This research is included in the action research type which is carried out by providing field study treatments in the last 3 weeks of 12 meetings during offline learning lectures in one semester. The time of the research was carried out during the 2021/2022 even semester studies at the Islamic religious education study program, Faculty of Islamic Studies, Islamic University of Indonesia. The research subjects were four classes in the educational supervision subject with 61 Islamic studies bachelor students in the 1st semester as respondents, consist of 21 male and 40 female.

This field-based learning follows the learning scenarios contained in the semester learning plan. The mechanism is that 7 theoretical learning meetings are carried out using the role playing method. Students play the role of the principal and/or teacher who is appointed by the principal to be part of the supervision team under the guidance and direction of the lecturer. In front of friends and lecturers, students try to practice the role of the principal and/or teacher during face-to-face meetings in class to carry out the educational supervision learning process with the andragogie approach, which then at the 8th meeting students are given a midterm exam. Next, during the last 3 weeks before the end of semester exams students make observations/field studies related to the theory that has been delivered by the lecturer in charge of the course. More specifically, students in groups make observations about the implementation of educational supervision through interviews with school principals and/or teachers who are assigned by the principal to become a school supervision team. Schools that are used as references in this study include formal schools in Yogyakarta and its surroundings, starting from Kindergarten, Elementary School, Junior High School, Senior High School, and Vocational School.

Data Collection Technique

The data collection technique in this study used an open-ended question (see appendix) which gave respondents the widest possible freedom to provide in-depth answers and allowed answers that were beyond the researcher's expectations to emerge. Questions in the questionnaire totaling 10 items covering student impressions of field study-based learning methods, challenges and obstacles encountered, experiences gained during field studies, group management techniques, satisfaction with final grades, effectiveness of methods used based on student perspectives, and criticism suggestions or recommendations from students to improve supervision learning in the future.

Data Analysis Technique

Data analysis techniques were carried out qualitatively, through the stages of data reduction, data display, and conclusions (Miles et al., 2019). At the data reduction stage, it starts with data collection which is carried out through online questionnaires for all students who have carried out educational supervision learning at the end of the semester. Once collected, the data is organized using coding and analyzed in depth. Next, the data display stage, the data that has been coded is arranged into tables and pictures/graphs to make it easier to read the results. Finally, conclusions are drawn on the data that has been obtained.

FINDINGS

This research was conducted with the aim of knowing the implementation of field study-based educational supervision learning in the even semester of 2021/2022 Islamic religious education study

program, Faculty of Islamic Studies, Indonesian Islamic University, Yogyakarta, Indonesia. The research findings can be described as follows.

The impact of field study-based learning methods on students

Table 1
The impact of field study-based learning methods on students

Indicator	Category	Percentage
Character	Fun, very interesting, memorable, not boring, varied, feel challenged, increase confidence and enthusiasm	27%
Competence	Add insight, understanding, experience	52%
Skills	Useful, training courage (in interacting, expressing opinions, socializing, adapting), adding relationships	18%
No effect	As usual, confused	3%

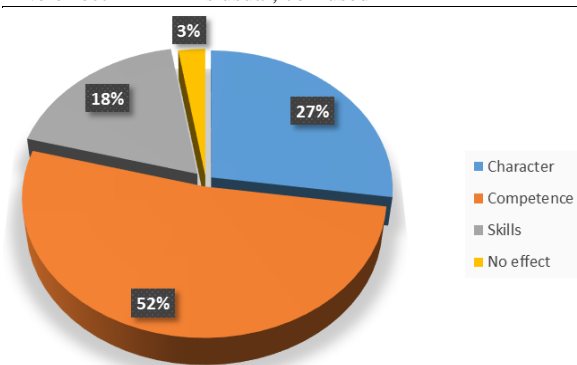


Figure 1
Percentage of indicators of the impact of field study-based learning methods on students

Based on table 1 and figure 1, it can be seen that the field study-based learning method has an impact on student character, competence, and skills. The majority of students feel that through this field study-based learning their insight, understanding and knowledge of educational supervision materials increases. They gained a lot of new knowledge directly from the school, both related to the implementation of supervision by the school principal and other knowledge besides educational supervision material. In terms of character, students feel happy, both happy because learning is no longer monotonous in class and happy because students get valuable lessons from their experiences at school. Students also feel that field-based learning is very interesting, memorable, varied, not boring, increases self-confidence and enthusiasm and makes them feel challenged. In terms of skills, students feel that field study-based learning is very useful, it can train students' courage, especially in interacting, expressing opinions, socializing, adapting to a new atmosphere, and being able to add relationships.

Even so, it was found that 2 out of 61 students felt that this field study-based learning was normal, some were even still confused about what to do while in the field even though an explanation had been given at the first meeting. In addition, students are confused in terms of science in the world of education because students have never received prerequisite courses before taking educational supervision courses, for example introductory courses in education, the educational profession, and evaluation of the learning process. Especially for students whose background comes from Islamic boarding schools, not from public schools, it is only natural that they still feel adaptive and have difficulties. Perhaps for future input on curriculum development, there needs to be a review of the

arrangement of courses in the pie curriculum, these courses are placed in semester 5, not semester 3, so that the material delivered by the lecturer is continuous in each semester.

Obstacles experienced by students during field studies

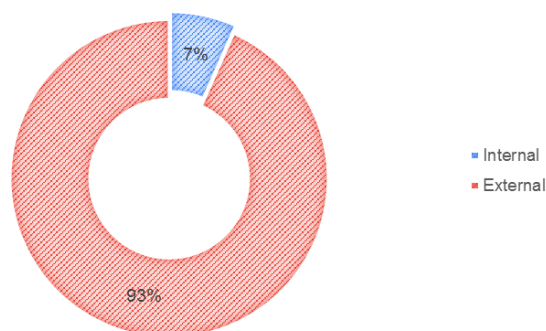


Figure 2
Percentage of students who experience obstacles during field studies

Table 2
Obstacles faced by students during field studies

Indicator	Category	Percentage
Internal	Difficulty managing time	57.1%
	Lack of understanding of educational supervision material and confused about their assignments during field studies	14.3%
	Difficulty making supervision instruments	14.3%
	Low communication skills	14.3%
External	Difficult school scheduling	7.1%
	It's hard to find reference schools	7.1%
	Did not get a school permit	14.3%
	Not understanding each other in teamwork	21.4%
	Difficult school bureaucracy	35.7%
	Student facilities and infrastructure are inadequate	7.1%
	Referral school locations are difficult to reach	7.1%

Based on Figure 2 and Table 2, it can be seen that the indicators of obstacles can be grouped into internal and external barriers. Obstacles that come from within the majority of students (internal) because students have difficulty dividing time, sometimes the time set for field studies coincides with other agendas so students need to prioritize their time for field studies. Meanwhile, the time for field studies is limited, namely during the last 3 weeks before the final semester exams.

The obstacles that come from outside the students (external) are mostly due to the difficulty of the school bureaucracy. Not every school easily allows students to conduct a survey regarding the supervision of the principal. There are schools that require a letter of introduction from the campus, while others, because of certain activities, the school refuses students to come. Besides that, there are schools that are not really concerned about bureaucratic matters, with their openness on the agreement of both parties, students are asked to submit their letter of introduction at a later time.

Learning output of students after field studies

Table 3
Learning output of students after learning based on field studies

Indicator	Category	Percentage
Improve understanding	Understanding of the material and preparation of educational supervision instruments	57%
Improve student character	Brave	5%
	Sensitivity to the world of education	1%
	Sensitivity to the world of education	5%
	Accept differences	1%
	Get to know team members	1%
	Helping teachers and education staff	1%
	Teamwork	8%
Improve skills	Time management	1%
	Communicate	9%
	Making instruments	8%
	Critical thinking	1%

Based on table 3, the learning output obtained by students after supervision learning based on field studies, the majority of them stated that they understood more about educational supervision material. They also have a better understanding of developing learning supervision tools, namely supervision instruments for teachers and performance supervision instruments for educational staff careers. In addition, students better understand the role of the principal as a supervisor. As a result, students get a picture of the future when they become school principals. More than that, students can feel the actual conditions in the world of education that apparently being a school principal is not as easy as they had previously imagined.

Not only school principals, teachers and education staff also feel that apparently their performance requires a deep sense of love so that complicated work, heavy administrative demands, and proper time management are needed so that their performance is maximized and they don't feel burdened. For teachers and education staff, supervision can evaluate their activities in the context of student development activities. Other learning outputs that have also increased, such as good teamwork skills. Students feel mentally trained, they are brave and confident to express things that were previously afraid to be questioned to the principal and also students dare to communicate with new people in a new environment.

Group management skills

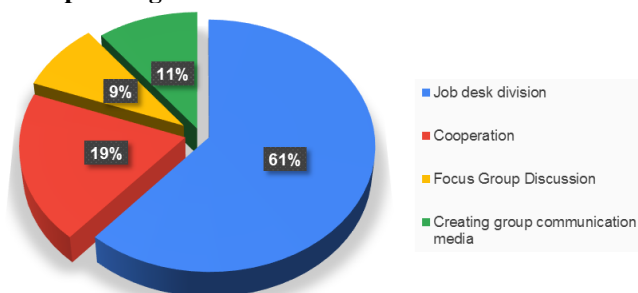


Figure 3
Percentage of student skills in group management

This field study assignment was carried out in groups. The majority of group management is carried out by students by dividing group assignments (job description). Each member of the group is determined by their respective tasks so that their time is more effective and efficient during field studies. An example of the division of tasks is that some students make educational staff instruments, some make instruments for school administration personnel, some look for schools and jointly conduct interviews with schools. Good cooperation is very much needed in group management. Through polite communication it can strengthen group cohesiveness. To facilitate coordination, students also form social media groups such as WhatsApp. Through social media groups, students determine an agreed time and place to conduct a focus group discussion (FGD).

Student satisfaction with the final results of lectures

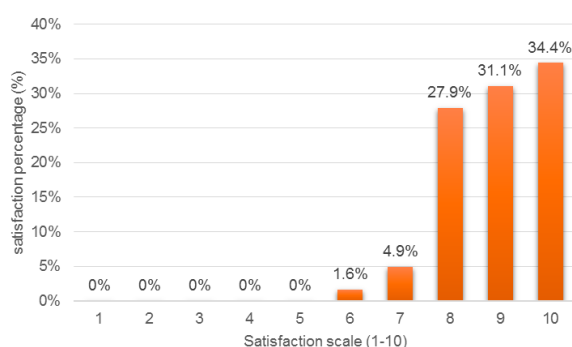


Figure 4

Percentage of student satisfaction with the acquisition of the final results of educational supervision courses

With satisfaction indicators of numbers 1-10, as many as 54 students were very satisfied with the final results they obtained by giving satisfaction scores of 8-10. Meanwhile, 4 students were quite satisfied with their achievements during supervised learning in the 2022-2023 odd semester.

The effectiveness of field study-based learning methods in educational supervision courses

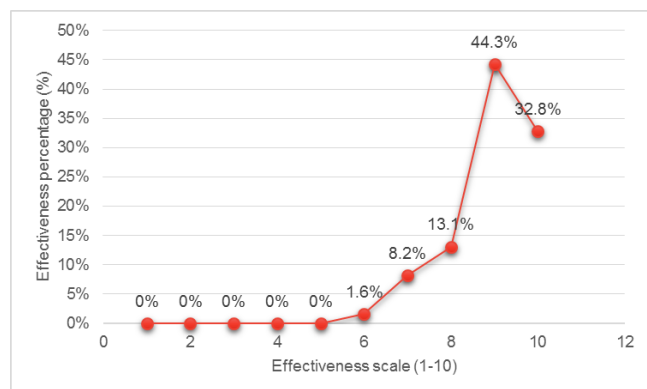


Figure 5

The effectiveness of field study-based learning methods in educational supervision courses

On a scale of 1-10, 52 out of 61 students felt that this field study-based learning method was considered very effective. The other 6 students felt that this learning was quite effective by giving a rating scale of 6 and 7.

Criticism, suggestions and recommendations

Table 4

Criticism, suggestions, and student recommendations on educational supervision learning

Criticism, suggestions and recommendations
Improved quality
Increased field study time
Learning in class is made interesting
Learning in class and in the field is balanced
Lecturers participate in monitoring in field studies
It is necessary to develop learning videos
It is better to make assignments independently, not in groups
It is necessary to give an example of the preparation of the instrument
Need debriefing before field studies
Field study results need to be discussed in class
Documents need to be prepared in advance before the field study
It is better if the group members are determined by the lecturer
There should be supervision during field studies

DISCUSSION

In learning based on field studies conducted, the objects that must be visited are formal schools. Subjects who act as learning resources are school principals and/or teachers appointed by the principal as part of the educational supervision team. The learning objectives are to find out the implementation of supervision in schools/madrasas. In this field learning visit, students have been provided with supervision instruments and in practice at school they form groups to interview school principals or teachers who have been appointed by the school principal as part of the educational supervision team in the education unit. After obtaining the data they compile and collect reports.

Based on the research findings, it can be seen that the field study method has an impact on student character, competence, and expertise. This is in line with research that has been conducted by (Ferdinal et al., 2022; Kelfine et al., 2018; Shabbir et al., 2019) that field studies have had a positive impact on their skills, participation, and attitudes towards the subject matter concerned. In addition, Kristiyanto (2019) also said that through the field study method students were able to develop themselves personally and in groups in achieving educational patterns based on quality research.

Students feel that they have received many benefits in this field study-based learning, including students' understanding of educational supervision material increases, students' skills in preparing supervision instruments increase, students' social skills in interacting also increase. This means that learning based on field study methods can improve the affective domain and bridge student high-level learning (HOTs). In addition, the group management skills carried out by students also varied, such as distributing job desks, collaborating, creating coordination groups, and conducting Focus Group Discussions (FGD). As according to (Munna & Kalam, 2021) that in order to manage individual or group behavior various strategies are needed, for example by being given methods of role playing, observation, discussion, pair/group work, field studies, blended learning, etc.

According to Kandamby (2018), field studies are useful for gaining knowledge and understanding the application of theory to real situations, developing good teamwork skills in terms of managing task completion strategies such as dividing job desk assignments, sharing knowledge, discussing equal

perceptions. Field study learning (outdoor learning) will help students to see, listen, touch, and learn directly through experiences and conditions that are happening around them (Matitaputty et al., 2018). Field study-based learning, role playing, visual simulations can also challenge and allow students to be more creative (Munna & Kalam, 2021).

Not only that, specifically field studies have a positive effect on long-term memory. This can be seen when students conduct interviews with the principal. They are able to feel the real situation related to the role of the principal which seems to be an image stored in their respective memories. In the future, if they become school principals and carry out educational supervision duties, they will likely also imitate what they observed during this field study. This is in accordance with the opinion of Zaragoza & Fraser (2017), that field study learning can form positive attitudes and provide a positive learning environment especially for skill-based subjects.

Students feel that this field study-based learning method is considered very effective. Based on the accumulated results of the final learning scores, it also showed very satisfactory results with the average student score on a scale of 1-100 being A (> 77.5). In other terms, the student's score is above the minimum completeness criteria B (> 70). As according to Kandamby (2018) that field study learning can provide excellent and satisfying learning outcomes in achieving teacher and student learning objectives.

However, in addition to the benefits of conducting field studies, students also experience obstacles. The majority of these obstacles are caused by students' difficulties in time management. Students don't prioritize which things are the most urgent to do, and don't understand to prioritize their group or personal activities. The same problem also occurs in (Kelfine et al., 2018) that through field studies requires careful design because it involves many things, including the right conditions, sufficient time, preparation of destinations involving third parties, and parental/guardian approval. if you are a high school student. All of these things become input for policy makers in designing learning curricula.

Based on student criticism, suggestions and recommendations, it can be seen that some students need more time to conduct field studies, while the field study schedule is only carried out 3 times at the end of the semester. Therefore, the opportunity to discuss the results of field studies has not yet been carried out. As according to Kandamby (2018) that in carrying out field study-based learning requires the role of educators who are quite vital, such as conducting class discussions, conducting theoretical debriefing before field studies, as well as monitoring progress and providing feedback after students carry out field performance. Thus it can be an evaluation in improving the quality of educational supervision learning in the future. Apart from that, administrative preparations before field studies also need to be prepared earlier considering the administrative demands of each school are very necessary. As for other technical matters such as group division, adding learning videos and lecturer involvement in the field, they will be considered in the future.

Regarding the technical implementation of field study-based learning, based on research findings the things that need to be considered include the following. First, preparation for studying the material to be studied in the field; preparation for compiling the instruments to be brought such as observation sheets, interview guides, field notes, or other instruments; and ensure group readiness. Second, choose a field location and ensure access to that location. Third, before carrying out the observation, it is necessary to check the completeness of the administration first, such as a cover letter, permit letter, and others. Next, you can start collecting field study data and establish social relations with informants.

From the description of the research findings, it can be seen the advantages of the field study method in educational supervision learning, including that field study learning (outdoor learning) can increase the achievement of learning competencies through organizational skills. Of course, this is a pretty

good approach because students learn from objects or learning resources directly (by utilization). Field study learning involves good time management skills, because students do not only think about what is learned but also how and when they will learn. Field study learning can improve students' attitudes toward a better environment, especially the social environment such as how to interact with older people; put manners ahead of each other's ego; value time; behave and look neat, attractive, dignified, and also charismatic. Finally, in learning field studies the involvement and active role of each student is higher than classical learning in class. This has an impact on students' long-term memory, which means that the material/information obtained will be remembered longer and not immediately abandoned.

CONCLUSION

Based on the research results, it can be concluded that field study-based learning in educational supervision courses has an impact on student competence, character, and skills. The majority of students experienced an increased understanding of educational supervision material. The skills of communicating and composing student instruments also improved. Students feel more courageous and confident in public speaking. In the end, this field study learning methods is also effective in improving students' cognitive learning outcomes as indicated by the acquisition of a final score above the average minimum completeness criterion. The most important thing that can be concluded in this field study is about the importance of respecting time.

SUGGESTIONS

This research is still limited to action research based on student assumptions whose data collection techniques use questionnaires. Therefore, it is necessary to test further about the effectiveness of field study learning on student achievement, both in terms of affective, cognitive, and psychomotor. In the end, this research was used as part of the evaluation of the implementation of learning so that in the future educational supervision learning is of higher quality. In the future researchers can take this type of quasi-experimental research by presenting a class that is given treatment compared to a control class equipped with measurement instruments arranged in such a way that the effectiveness of certain learning methods can be known statistically.

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Appendix

Instrumentation

1. Write down your impressions of the field study-based learning method in this supervision course!
2. What challenges did you face during field study-based learning? If so, write down the challenge!
3. Are there significant obstacles during field study-based learning? If yes, write down the barriers!
4. Write down the experience you got during the field study!
5. With group-based, how do you manage the group so that you get results?
6. On a scale from 1-10, how satisfied are you with your results?
7. In your opinion, how effective is this field study-based learning method?
8. Give criticism, suggestions, or recommendations that support to improve the quality of this educational supervision lesson!