

EDUCATIONAL PRACTICE LECTURE MODEL SELF-REFLECTIVE BASED TO PREPARE ADAPTIVE 21ST CENTURY PRIMARY TEACHER PROSPECTIVES INNOVATIVE

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ABSTRACT

Abstract

The research aims to develop a model for guiding students who carry out Educational Practices (PK). The development of the PK mentoring model is aimed at increasing the motivation and teaching skills of PGSD FIP UNY study program students.

This research is an experimental research with a one group pre test post test design so that the research subjects are only 1 group, namely PK students at SDN Ambarukmo Depok Sleman Yogyakarta. The research was carried out in the following steps: Carrying out an inductive study that is closely related to the problem to be solved, identifying and defining the problem, conducting a literature study, formulating a research hypothesis, determining variables, and formulating operational definitions and definitions of terms, Making a technical research plan, Carrying out experiments, Collecting data. Organize and describe data according to predetermined variables. Analyzing data, interpreting results, formulating conclusions, discussing and making reports. Data collection on teaching skills was carried out using the observation method by DPL and Civil Service Teachers.

The results of the research show that action in the form of a "321" reflective conference in supervising PK PGSD study program students can improve students' teaching skills. The students' initial and final scores in order are as follows: 74-84, 77-81, 75-83, 77-83, 77-83, 72-78, 73-83. The steps of the "321" reflective conference are students' self-reflection, the teacher's views on student reflection, confirmation of what needs to be improved, DPL and teachers agree on students' weaknesses and shortcomings and offer ideas that can help students from teachers and DPL.

Keywords: 321 Conference, Educational practice
Educational Practice

Kata Kunci: *321 Conference, Educational practice*