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The problems of educational field experience for the students of elementary school teacher education study programs during the pandemic

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Abstract: Change suddenly resulted in many educational institutions not avoiding congestion strategy, facilities, and infrastructure held distance learning or online learning. Limitations of media and the skill to operate the hardware and software as a means and infrastructures major can lead to learning that is done it becomes less efficient. Learning done online is rated less effective, so lowering the interaction between lecturers and students and the impact that the students felt, they are difficult to understand the material and ask the material that they have yet to understand due to lack of concentration. This study will use the descriptive survey that seeks to explain or record the conditions that can describe the situation in line with the research objectives sought to describe the difficulties of the students of teacher training that is being or has been carrying out the course PPL SP in elementary school when the pandemic COVID-19 take place. The Data obtained will be analyzed using descriptive statistics it is selected because it corresponds with the purpose of the descriptive method selected. Descriptive statistics serve to interpret the data more easily. Problems faced by students of PGSD Universitas Pendidikan Indonesia in the Campus Area of the Attack, among others, difficulties during the implementation of online learning that includes the process of opening and closing the lesson as well as delivering material to the students. Arouse students ' motivation was to be the task of the student PPL SP that difficult.
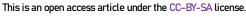**Keywords:** PPl; e-Learning; the Pandemic of COVID-19

INTRODUCTION

On March 24th, 2020, the Minister of Education of the Republic of Indonesia, Mr. Nadiem Anwar Makarim, issued a circular letter about the administration of educational policy during the COVID-19 emergency period that had been sent to all governors and regents/mayors throughout the country. The circular letter contained several important points related to the learning method, the school examination, the class promotion, the graduation, and the new student admission for the academic year 2020/2021. The decision was taken in order to curb the rate of COVID-19 patients. Unfortunately, the government's decision at that time left an enormous impact on Indonesia and several countries. According to Purwanto et al. (2020), many countries shut down schools on March 7, 2020, due to the COVID-19 pandemic. Based on the data that UNESCO has collected, there are at least 290.50 million students across the

globe who have been impacted by the COVID-19 pandemic, which has led to the closure of their schools. The victims of the educational institution closure in both the formal and the non-formal institutions do not only come from the elementary school degree, the junior high school degree, and the senior/vocational high school degree but also from the university degree. Indeed, many university have shut down their face-to-face meeting due to the pandemic.

Such a sudden change has caused many educational institutions to be caught by surprise since these institutions have not prepared the strategy and the facilities for conducting remote or online learning. The limited skills and media in operating both the hardware and the software as the main facilities for remote or online learning can cause the learning process to be less efficient. In line with the argument by Hikmat et al. (2020a); Limbong and Simarmata (2020); Mastuti et al. (2020), which state that online learning that has been conducted is considered less effective and thus leads to the decreasing interaction between the lecturers and the students, the university students have difficulties in understanding the learning materials and even asking the learning materials that they have not fully understood due to the lack of concentration. Although university students have been considered the most enabled learners as they are not much interrupted by the change in the learning system, recalling their age, the skills in operating the given technology along with the other factors, should not be interrupted by the pandemic. Unfortunately, the situations in the field show that the change in the learning system from offline to online has influenced the students' learning quality. Essentially, learning quality is a guideline that should be grabbed by the lecturer in administering the learning process well in order to deliver learning satisfaction to the students and, thus, learning quality should be measurable through the learning objectives that have been set (Prasetya & Harjanto, 2020).

The study conducted by Prasetya and Harjanto (2020) entitled *The Influence of Online Quality Learning and* Student's *Satisfaction Level on the Learning Results During the COVID-19 Pandemic* has resulted in a positive and significant influence on the learning results. Similarly, the results of another study have concluded that online learning has been considered ineffective for several courses. Online courses have often made students excessively stressed and highly anxious. With regards to the statement, anxiety is a state of being concerned, and the cause of the anxiety, in the context of the present study, is the online course assignments that are often more overwhelming than the offline course assignments, leading to the declining grade point academic. According to Dewi (2020), there is a correlation between anxiety during online learning and the grade point academic of the students. The impact that the students are perceived is shown by the level of stress that they have experienced. The results of a survey of 35 students in the study show that 60.00% of the respondents suffer from stress escalation due to sleep difficulties since they suffer from overloaded assignments compared to what they have in the offline courses (Watnaya et al., 2020).

Another research claims that, based on the survey that has been conducted, online learning is only effective for the theory courses and, in turn, is ineffective for the practice courses and the field courses; hence, the practice courses and the field courses are better administrated through the conventional learning (Hikmat et al., 2020b). This kind of dynamic is experienced by almost all university students, including the ones in the teacher's training and education, especially with regard to the context of online learning. Specific to the students from the teacher's training and education department, although they have already been allowed to take the Field Practice Course, they must first undergo the Micro Teaching Course. In this regard, these students are very concerned that they have to deal with numerous difficulties, recalling that several experienced teachers also have difficulties when they encounter the online learning

process. Online learning, also known as e-learning, refers to the situation in which the teaching-learning activities are conducted by benefitting the most recent information technology.

At the beginning of its advent, technology was used as part of learning media. Learning media refers to the learning message and information-channeling media that have been well-designed to help the students digest and understand the learning materials (Yuliani et al., 2020, p. 2). Because of the demand posed by the situations, the technology was developed further and later became what people know as e-learning. Through e-learning, schools have undergone significant changes as the place for face-to-face meetings. Theoretically, e-learning is believed to deliver positive impacts since it enables the students to actively observe, perform, and demonstrate their activities and motivates them to attend dynamic learning so that the students' learning interests can be developed (Yuliani et al., 2020).

Educational experts believe that e-learning is a learning process that has been remotely conducted by combining learning and technology principles (Dewi, 2020; Yuliani et al., 2020). The statement indicates that e-learning does not focus on the face-to-face meeting in the classroom between the instructing and the instructed; instead, e-learning focuses on the meeting that can be done from anywhere at any time. As one of the learning models, e-learning has the following characteristics: (1) having contents that are relevant to the learning objectives; (2) using the instructional model, such as examples and training presentations for improving the learning process; (3) using the elements of media such as words and pictures for delivering the learning materials; (4) enabling the teacher-centered direct learning (synchronous learning) or being designed for independent learning (asynchronous learning) and (5) establishing the understanding or the skills that are related to the learning objectives individually or improving the group learning performance (Mayer, 2008; Yuliani et al., 2020).

Every learning model has activity stages (syntaxes) that have been designed in such a way that these stages can help achieve the learning objectives. A similar principle also applies to e-learning. Thus, in addition to being demanded to master the technology, an educator should also internalize the competencies for supporting the operationalization of the e-learning. In relation to the statement, at least three minimum competencies should be internalized for holding the e-learning, and these competencies are (1) the competencies in designing the lesson plan with reference to the pedagogical principles that have been outlined in the lesson plan; (2) the competencies in mastering the technology for the learning activities such as the use of the Internet as an up to date and well-qualified learning source; and (3) the competencies in mastering the given domain of expertise (Hartanto, 2016; Yuliani et al., 2020).

Similar to the conventional (face-to-face) learning stages, e-learning also needs preparation and evaluation at the end of the learning activities. Hence, the e-learning program can be designed as follows: (1) preliminary planning, which contains objective identification, learning needs and issues, student character analysis, and learning strategy identification and consideration; (2) material preparation, which details the learning activities, the operationalization procedures, and the media development as the three aspects help the teachers to understand the strength and the weakness of a computer unit; (3) learning program design, which gives attention to the introduction of the new learning materials that complete the existing materials through the use of different media; and (4) learning program validation (Yuliani et al., 2020).

As explained, the Field Practice aims to train the teaching students to inter-nalize the competencies they should have. With regard to the statement, teaching is a profession that demands special skills. These special skills are attained through professional schools and academic institutions as mandated by Law Number 14 of 2005 Regarding Teachers and Lecturers. As an individual believed to be capable of transferring knowledge from one person to another

across the science, teaching is categorized as a profession. Hence, the profession has regulations and legalities that are not only career and pragmatic interest-oriented but also dedication-oriented with regard to the competencies and the skills in the domain that have been mastered (Sa'bani, 2017). Alternatively, a profession can also be understood as employment that demands special knowledge, skills, responsibility, and trustworthiness at a certain level (Fitria & Fidesrinur, 2018). The statement by Gilley and Eggland (1989) in their book entitled *Principles of Human Resources Development* indicates if an individual attempts to do something based on his knowledge and later results in several skills that the society might need, then the attempt can be defined as a profession.

In terms of profession, no elements have turned the profession into a career degree with an orientation toward finance, capitalism, and other interests. The statement is in line with being a teacher, which is far from any financial orientation. Essentially, a teacher is an individual who does not only transfer knowledge but also the morals, the feeling, the courtesy, and many more. As a profession that needs well-qualified professionalism, a teacher needs special expertise and education. Unfortunately, not all teachers have already had an equal level of professionalism; therefore, the government obligates the teachers to attend the Teach-er Profession Education, and the program is held on a gradual basis. In addition to overcoming the unequal level of professionalism among teachers through Teacher Profession Education, universities entail the Field Practice Course as one of the teacher candidate-generating institutions. The program's objective is to prepare and train the teacher candidates for their teaching practice in the field by using the theories that have been attained in the previous semester. Field Practice Course hence becomes a guided course with the assistance of a tutor teacher.

Prior to the pandemic, the Field Practice Course was conducted conventionally in a face-to-face meeting with the students. The teaching students come to the classroom, bringing their teaching materials accompanied by their tutor teacher. After completing their teaching session, the performance of the teaching students will be evaluated and mentored by the tutor teacher for the next day. Unfortunately, the current situation has rendered these activities impossible. There are differences in the teaching theories that have been intended for the normal condition. In the meantime, the current teaching has encouraged the teaching students to perform their teaching activities online. This situation has led to new issues and obstacles experienced teachers and teaching-practice students should deal with.

Sari and Handini (2020) have reported the reflection results attained from the Field Practice Course students of the Elementary School Teacher Education Study Program at Esa Unggul University. During the pandemic, face-to-face teaching-learning activities have been turned into remote teaching-learning activities in accordance with the government's direction. Therefore, these students should undergo the teaching-learning process through WhatsApp Group and Google Meet as the alternative for accessing the learning materials and submitting the assignment. Furthermore, lecture becomes the method that the students select with the assistance of PowerPoint slides and the other audio-visual materials that they have prepared independently and uploaded to YouTube so that the learning participants can learn. Despite these facilities, some students still have difficulties with regard to the gadget possession for the learning process and the assignment submission; as a result, these students should contact their homeroom teacher and report that they cannot attend the teaching-learning process (Sari & Handini, 2020).

Similarly, highly experienced teachers encounter new issues that demand shared solutions. For example, the teachers in Negeri 4 Ciharashas Public Elementary School have difficulties in delivering the learning materials due to the economic discrepancy. The obstacles or the

difficulties can come from the students, the parents/foster parents, and even from the teachers themselves. Departing from the overall explanation, as academicians, the researchers are encouraged to identify the obstacles the teaching students experience in undergoing their Field Practice Course at the elementary school level, recalling that the pandemic may repeat itself unpredictably.

The differences between the theory that has been assigned and the practice that the teaching students have undergone leads to confusion on the part of the teaching students. Therefore, it is inevitable that these students encounter new issues or obstacles. Looking at the situation, it is important to identify the obstacles that the teaching students have encountered during their teaching practice under the remote-learning policy. If the obstacles have been identified, then the teachers can formulate a solution that can be put to work according to the needs. Departing from the problem formulation, the researcher would like to question the obstacles that the elementary school teacher education program students have found during the Field Practice Course in the elementary school degree under the remote-learning policy. The objective of the study is to identify the obstacles that have been found by the students of the Elementary School Teacher Education Study Program at the University of Education Indonesia at the Regional Campus in Serang who have undergone the Field Practice Course at the elementary school degree under the remote-learning policy set by the central government.

METHODS

The study is a quantitative research using a survey method with descriptive data analysis. The descriptive survey method has been used in order to explain and record the conditions that can describe the existing situations (Morissan, 2012). In general, survey research is conducted to analyze the less in-depth observation that has been done with both the small and the large populations (Anshori & Iswati, 2019).

In the study, the researcher will analyze the difficulties that university students should deal with concerning the Field Practice Course in the middle of the pandemic since the Field Practice Course has been generally conducted offline but should be conducted online in line with the study's objective, namely to describe the difficulties of the university students who have conducted or have been conducting the Field Practice Course in the elementary school degree during the pandemic. The data that have been gathered will be analyzed by using descriptive statistics. The descriptive statistics analysis has been selected because the analysis fits into the objective of the descriptive method that has been selected. In addition, descriptive statistics analysis serves to interpret the data easier. Then the participants in the study are the students from the Elementary School Teacher Education Study Program. As part of their response, the university students should meet one requirement: to attend the Field Practice Course or any equal subject. These students have been selected as the participants in the study because, through the study, the researchers would like to record or survey the difficulties that the university students or the teacher candidates find. Hence, the study population will be the teacher education program students who have been conducting the Field Practice Course. Meanwhile, the sampling in the study will focus on the students from the teacher education study program in one of the state universities in the City of Serang, Banten.

The research instrument in the study has been developed based on the standards of the process in the elementary and high education degree formulated in the Ministerial Regulation Number 22 of 2016 and adjusted to the needs of the study. The survey instrument has been delivered through Google Forms in order to assist the response gathering activities from the respondents so that the data gathering activities will not be disturbed by the time and space.

The survey has been distributed to gather the problems the university students have encountered. In designing the instrument, the Guttman scale has been adopted because this scale only offers two kinds of alternatives: positive and negative. The positive alternative will be scored 1, while the negative alternative will be scored 0 (Pranatawijaya et al., 2019). With regards to the explanation, the Guttman scale has several forms, such as a checklist or multiple choice (Sugiyono, 2019). In the study, the survey that has been distributed to the respondents is in the form of multiple choice with the option "YES" and "NO." The process of gathering the responses from the Guttman scale will be converted into percentages with the assistance of Google Forms. The percentage can serve as the reference in concluding the issues that have been encountered based on the standards of the elementary education process for the university students undergoing the Field Practice Course.

RESULTS AND DISCUSSIONS

A survey has been conducted of the Elementary School Teacher Education Study Program and who has been conducting the Field Practice Course. Specifically, the students whom the researchers have targeted in the study are the ones from UPI Serang Campus, the Province of Banten. The survey was attended by 23 students who have completed their Field Practice Course in the elementary school throughout the odd semester in the 2020 – 2021 Academic Year. In this regard, the partnering schools are the schools that have been appointed by the campus or the university with the selection criteria defined by the campus or the university. The Field Practice Course is conducted to apply the basics of teaching, planning, and teaching evaluation skills that the students in the previous semester have internalized. Normally, the Field Practice Course is conducted directly through the face-to-face meeting at the same place at the same time between the teachers and the students. However, university students still have several weaknesses in practice, and the tutor teacher has spotted these weaknesses. These weaknesses include the students' teaching-planning skills, basic teaching skills, and learning activity evaluation skills (Rhamayanti, 2018). According to Rhamayanti (2018), the lack of basic or fundamental teaching skills is apparent from the way both the questions and the statements from the university students since the school students often do not understand the given questions or statements. Due to the use of complicated language, the school students cannot find the answer to the questions raised.

The teaching practice experience is designed not only to limit the theory application in the field but also to develop the university students' social competence and their personality as teacher candidates. According to the Law, there are four compulsory competencies that the teachers should have, namely the pedagogical competence, the personal competence, the professional competence, and the social competence. The four competencies can influence the performance of the practicing students in attaining the direct teaching experience through interaction with the teacher, the school staff, and the students. In line with the study by Hapsari and Widhianningrum (2016), it is found that the social competence and the personal competence of the practicing students have a positive and significant influence on the performance of the practicing students or the teaching-candidate students as these students are prepared to teach under normal conditions.

However, due to the situations and the conditions that make it impossible for the students to conduct the Field Practice Course, the activities should be conducted online in accordance with the regulations of the city government and the school to maintain the health procedures. These situations and conditions have been peculiar since teaching under normal circumstances has already posed a certain issue. Definitely, they will pose certain issues for the practicing

students since the university students have perceived the lack of effectiveness in the learning activities that have been conducted online. In the introductory part of the study, it is already explained that online learning for university students will be effective for several courses, especially the ones that put forward theory rather than practice. In addition, despite the effectiveness of the learning process during the pandemic, the online learning process still leaves a peculiar obstacle for the students. Consequently, the context of meaningful learning becomes eroded. This case has been experienced by the students from the Elementary School Teacher Education Study Program who participated in the survey. The results of the study by Widodo and Nursaptini (2020) show that at least 57.86% of university students have difficulties with the Internet network in their region. Furthermore, 12.14% of the respondents in their study have lost their focus during the learning process. The online learning process has inevitably forced university students to prepare for the Internet quota, although 10.00% of the respondents in their study have difficulties with regard to affording the Internet quota. Last but not least, the other respondents perceive the difficulties with the online media that have been used and the schedule of the other courses (Widodo & Nursaptini, 2020).

Before taking the Field Practice Course contract, the university students should complete the Micro Teaching Course first. A Micro Teaching Course is a simulation of teaching activities involving a limited number of students and learning materials. Through the Micro Teaching Course, the university students are expected to be assisted in the learning activities as they teach under normal circumstances. Regarding the statement, the concept of a Field Practice Course is simply similar to the Micro Teaching Course. However, the method that should be used is different due to the existing situations and conditions and also the issuance of the emergency ministerial regulations. Returning to the topic of the Micro Teaching Course, the Course aims to hone the university students' skills before they are deployed to teach in the field or under real circumstances. At least there are seven indicators with regards to the role of the Micro Teaching Course for university students, and these indicators are: (1) opening and closing the learning session; (2) explaining the learning materials; (3) raising the questions for the students; (4) managing the classroom; (5) leading the small discussion session; (6) delivering the reinforcement; and (7) making variations (Azizah & Rahmi, 2019). The Micro Teaching Course that the students have taken previously implements the face-to-face meeting as the learning method with the use of the electronic device as the tool of assistance for the material delivery. Therefore, without electronic media for the material delivery, the face-to-face learning session can still occur. This situation is completely different from the one where the university students conduct the Field Practice Course because these students should rely on the online system. The use of the online system enables both the teachers and the students to establish face-to-face meetings but in a different space. It should be noted that in the online learning process, not all teachers and students undergo face-to-face meetings since the online learning process needs the presence of electronic devices such as smartphones or personal computers with high specifications. Thus, the Internet data, the signal, and the network become inseparable supporting factors. The loss of one of these factors will certainly hinder the conduct of the online learning process. Therefore, the university students who will teach for the first time may suffer from several Field Practice Course activities. The survey results in the study have confirmed that 73.90% of university students suffer from difficulties in dealing with the online learning process.

Figure 1. The Conduct of Online Learning Process for the Field Practice Course Students

Being the first certainly deals with gaining more unexpected experiences and challenges despite the fine preparation. Similarly, teaching online via video conference, video learning, or exercise through other supporting applications has posed certain difficulties for teachers since they are not accustomed to emergency situations. However, online teaching-learning activities are similar to conventional or offline ones since face-to-face meetings between the teachers and the students are involved. The learning activities from both platforms also generally consist of (1) introduction, (2) core activities with material delivery through discussion or other method, (3) formative assessment, and (4) reflection as part of feedback. It is these activities that university students should pursue as part of their Field Practice Course in the educational degree. In other words, the conduct of the online learning process covers the delivery of learning materials that have been adjusted to the daily achievement of the learning materials and the discussion between the teachers and the students or among fellow students. The achievement of the daily learning materials alone is similar to Learning 1, 2, and 3 in the integrated thematic textbooks of the curriculum for the teachers. Unfortunately, the conditions in the field show that university students have difficulties in achieving such idealism. Furthermore, since online learning is new to them, poor preparation can also lead to less optimum learning activities. The mastery of the strengths and the weaknesses in the given domain thus can be the foundation for creative learning that benefits the environment of the students. Based on the survey that has been conducted, 73.90% of the respondents have difficulties in teaching online, and the difficulties that the respondents have experienced may come from various aspects. Saleha et al. (2019) found the difficulties that the university students during the conduct of the Field Practice Course by means of analysis, and the results of the analysis show that the practicing university students have difficulties in designing and determining the learning objectives and the learning materials and these difficulties impact the implementation of the learning process in the classroom; consequently, the classroom management becomes less satisfying. In addition, Saleha et al. (2019) have also found that practicing university students have difficulties in benefitting the learning facilities and the learning strategies inappropriately, making their students in the classroom unable to communicate and discuss during the learning process. The situations become more complex as some of the teaching activities rely on assistance from the learning videos that the teachers have taken to be distributed to the students. At the end of such teaching activities, the students are asked to complete their assignments and submit them in the form of pictures or videos, and some of the students have even been asked to submit these assignments directly to the

school based on the agreement with the teachers. Unfortunately, these methods do not guarantee that all students can understand the learning materials since the understanding depends on the level of difficulty that the learning materials have posed (Subakti & Prasetya, 2021).

Early childhood education has also perceived learning difficulties during the pandemic. Online learning has been problematic in both the city and the village due to the availability of the relevant facilities, the lack of understanding, and the unpreparedness of the teachers in conducting the evaluation (Harahap et al., 2021). Not to mention, both online and offline learning have their own peculiar difficulties. With regards to offline learning, at least there are two issues that have been posed, namely: (1) home visit, which obstacle is related to the time allocation for each student, the access to the residence of the targeted student, and the budget accommodation for the teachers; and (2) COVID-19 task force, which has repeatedly warned the public to keep maintaining the health protocols. It seems that the two issues have not been given proper attention by all parties, resulting in the difficulty of conducting online learning. A similar situation is also found in offline learning since the health protocols seem to vanish in the learning, recalling that early childhood education students are early children who have never been told about the health protocols by their parents (Harahap et al., 2021).

In addition to delivering the learning materials online, the assignments are also delivered online as part of reflection. Unlike the process of delivering the learning materials, which has been quite difficult, delivering the assignments online is much easier. The statement is apparent from the responses in the survey. In the survey, the respondents state that they do not have difficulties delivering the students' assignments. Of all respondents, 56.50% state that the Field Practice Course students do not have difficulties delivering the assignments during the online teaching activities.

Figure 2. The Assignment Delivery to the Students by the University Students

The delivery of the online assignment is considered easier because the practicing students, as the teachers, only need to compose test items that fit into the daily basic competencies. Most of the test items have been available on numerous websites or in the student worksheets. Although the students have difficulties completing these online assignments, they can ask for further explanation from the concerned teachers through short message, video call, and other means of communication. These kinds of services need to be given by the teachers or, in this regard, the practicing university students. Then, the students' difficulties may arise from their lack of understanding of the lessons or the conditions in their residence. According to Habibah et al. (2020), such a responsive service can assist students in pursuing the maximum learning activities during the pandemic, as the students should attend school from home. The online assignments alone can be very varied.

As something new, the difficulties in conducting online learning are not only in the material delivery but also in the encouragement toward the students; therefore, these difficulties become crucial. The learning motivation needs to be developed inside the students so that the students keep being enthusiastic despite the different learning conditions. In addition, the online learning system has led to psychological pressure on the students and their parents. The reason is that the insufficient educational background of the teachers has made the students feel depressed. The students will need repetition whenever they stumble into the learning materials that they do not understand. Unfortunately, if the students stumble into such a situation, they choose not to complete the concerned test items rather than ask their teachers. Eventually, skipping test items or lessons becomes a casual thing for the students, leading to fading learning motivation among the students. Despite these findings, such a crucial matter has gained the highest response from the respondents. The survey results in the study show that 95.70% of practicing university students have difficulties motivating students. The causes behind these difficulties can be various, such as not having sufficient skills (internal) and not having the supporting environment to motivate the students to keep studying despite the pandemic (external).
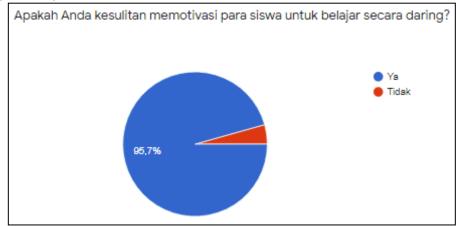

Figure 3. Motivation Delivery to the Students by the Practicing University Students

Teachers have a role besides being a learning facilitator, namely, a learning motivator. The role of the teachers as a learning motivator during the pandemic is expected to encourage the students to stay enthusiastic and to keep focused throughout their learning process (Saumi et al., 2021). During the pandemic as well, it can be observed that the learning enthusiasm among the students has been decreasing from one day to another. The decreasing learning enthusiasm is believed to be caused by the boredom that impacts the students due to online learning (Saumi et al., 2021).

The government, through the Ministry of Education, does not force the teachers to finish the learning targets in accordance with the curriculum. However, as a replacement, the government has demanded that the teachers create meaningful learning activities and improve their life skills and understanding of the coronavirus. Although the learning burden has been lifted, it seems that some teachers still have difficulties creating meaningful learning, especially regarding the internalization of the characteristics of being polite and courteous among the students. The practicing university students also perceive such a situation as the respondents in the study. These practicing university students indeed admit the difficulties in teaching the fundamental norms of politeness to the students in their classroom. Looking at the survey results in the study, 91.30% of practicing university students have difficulties in internalizing and developing the students' characters from the trivial aspects.

Figure 4. The Attitude Formation in the Learning Process During the Pandemic by the Practicing University Students.

Character internalization as early as possible is an inseparable part of Indonesian education. The government quoted the character values that should be manifested in Core Competencies 1 and 2. The intended character internalization can be pursued in the awareness of the students by (1) praying before and after the learning process, (2) submitting the assignments on time, and (3) being honest in completing the assignments; all of these initiatives will be better with the monitoring from the teachers (Akhwani & Romdloni, 2021). The appropriate learning strategy can help both the teachers and practicing university students direct the students through forming positive characters in accordance with the pandemic.

Eventually, the survey results can be used as a matter of evaluation for preparing the teacher candidates to deal with numerous learning situations. Although the learning situations have been conducted in a limited manner, the essence of learning and education and meaningful learning should run as much as possible. The discussions with the tutor teachers in the field are the first solution that can be implemented; however, in the future, there should be a more well-prepared plan with numerous considerations and the results of school environment analysis as part of the learning strategies.

CONCLUSIONS

Based on the results of the survey and the data processing activities, it is found that the Field Practice Course activities for the students of the Elementary School Teacher Education Study Program in the elementary school degree suffer from several issues as these issues become the obstacle for the conduct of the Field Practice Course. The issues that the students of the Elementary School Teacher Education Study Program at the Indonesian Education University Serang Campus are namely: (1) opening and closing the online learning activities and (2) delivering the learning materials to the students. In addition, another issue that these practicing university students have is related to triggering the learning motivation among the students due to the health protocols that should be maintained all the time, leading to indirect face-to-face meetings. Then, the difficulties in motivating the students to learn come from both the internal and external aspects; both of these aspects have significant influence over the practicing university students. At the same time, both of these aspects also lead to the difficulties of practicing university students in teaching and shaping the characters of the students to appreciate, accept, and carry out the governing norms.

The solution for each school is different because of the strengths and weaknesses of each school. Therefore, there should be coordination among the practicing university students, the tutor teachers, the schools, and the university in formulating meaningful learning activities during the pandemic by relying on the strengths of each school as an opportunity to improve the students' learning quality.

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