



THE IMPACT OF FIELD STUDY ACTIVITIES ON TEACHING MODULE DEVELOPMENT AND TEACHER COMPETENCE

DAMPAK KEGIATAN STUDI LAPANGAN TERHADAP PENGEMBANGAN MODUL PEMBELAJARAN DAN KOMPETENSI GURU

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Abstract

Field study activities are an important part of experiential learning in teacher education. This study aims to examine the impact of field study activities on teaching module development and teacher competence. The research employed a qualitative descriptive approach involving graduate students and teachers participating in field study programs. Data were collected through observation, interviews, and document analysis of teaching modules. The findings indicate that field study activities positively influence the development of contextual teaching modules and enhance teachers' pedagogical, professional, and social competences. The study concludes that field study activities support continuous professional development and improve instructional practices. These findings provide practical implications for teacher education programs.

Keywords : field study, teaching module, teacher competence, experiential learning.

Abstrak

Kegiatan studi lapangan merupakan bagian penting dari pembelajaran pengalaman dalam pendidikan guru. Studi ini bertujuan untuk menguji dampak kegiatan studi lapangan terhadap pengembangan modul ajar dan kompetensi guru. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang melibatkan mahasiswa pascasarjana dan guru yang berpartisipasi dalam program studi lapangan. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen modul pembelajaran. Temuan menunjukkan bahwa kegiatan studi lapangan berpengaruh positif terhadap pengembangan modul pembelajaran kontekstual dan meningkatkan kompetensi pedagogis, profesional, dan sosial guru. Studi ini menyimpulkan bahwa kegiatan studi lapangan mendukung pengembangan profesional berkelanjutan dan meningkatkan praktik pengajaran. Temuan ini memberikan implikasi praktis bagi program pendidikan guru.

Kata Kunci : studi lapangan, modul pembelajaran, kompetensi guru, pembelajaran berbasis pengalaman.



1. INTRODUCTION

Teacher competence is a key factor in improving the quality of education. Teachers are required to master subject matter, apply appropriate teaching strategies, and respond to students' learning needs. However, many teachers still experience difficulties in connecting theoretical knowledge with real classroom practice.

Teacher competence and the quality of teaching modules are fundamental determinants of effective learning. In recent years, there has been increasing concern that teaching modules often lack contextual relevance and fail to address real classroom challenges. One contributing factor is the dominance of theory-based instruction in teacher education programs, which limits opportunities for authentic learning experiences.¹

Field study activities offer direct experience in authentic educational settings. Through observation and reflection, teachers can identify real teaching problems and design solutions based on actual classroom conditions. These experiences support the development of teaching modules that are contextual and relevant to students.²

This study investigates the impact of field study activities on teaching module development and teacher competence. The results are expected to contribute to the improvement of teacher education and professional development programs.

Field study activities refer to structured learning experiences conducted outside the traditional classroom environment, aimed at exposing teachers to authentic educational settings.³ According to Kolb, experiential learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Field study activities align with this cycle by providing real-world experiences that stimulate reflection and pedagogical innovation.

Field study is a form of experiential learning that emphasizes learning through direct experience. Kolb (1984) explains that learning occurs through a cycle of experience, reflection, conceptualization, and application. In education, field study enables teachers to observe real classroom situations and understand students' learning characteristics. Previous studies show that experiential learning activities encourage reflective thinking and professional growth among teachers.⁴

Teaching modules are structured instructional materials designed to support effective learning. According to Prastowo (2015), teaching modules should include learning objectives, materials, activities, and evaluation.⁵

¹ Zeichner, K. (2010). *Rethinking the Connections Between Campus Courses and Field Experiences in College- and University-Based Teacher Education*. Journal of Teacher Education, 61(1–2), p. 90.

² O. Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2011), p. 171.

³ Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. London: Routledge, p. 403.

⁴ S. Sagala, *Konsep dan Makna Pembelajaran* (Bandung: Alfabeta, 2013), pp. 208–210.

⁵ A. Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: Diva Press, 2015), pp. 104–106.



Modules developed based on field study findings are more contextual and practical because they are grounded in real teaching experiences. This helps teachers design learning activities that match students' needs.

Teacher competence includes pedagogical, professional, social, and personal dimensions. The Law of the Republic of Indonesia No. 14 of 2005 emphasizes that teachers must continuously develop these competences. Field study activities help teachers strengthen their competence by applying theory in real contexts and reflecting on their teaching practices.⁶

2. RESEARCH METHOD

This study used a qualitative descriptive research design (Nugraha, 2025). The participants were graduate students and in-service teachers involved in field study activities. Data were collected through classroom observations, semi-structured interviews, and analysis of teaching modules developed after the field study. Data analysis was conducted using thematic analysis to identify patterns related to teaching module development and teacher competence improvement.

3. RESULT AND DISCUSSION

The findings show that field study activities positively impact teaching module development. Teachers were able to develop modules that reflect real classroom conditions and integrate contextual learning materials. The findings indicate that field study activities significantly enhance the quality of teaching modules. Teachers who participate in field studies demonstrate improved ability to:

- Design contextual and authentic learning materials
- Integrate real-life problems into instructional content
- Develop assessment tools aligned with actual learning outcomes

This supports the view that experiential learning strengthens instructional design by grounding theory in practice.

Field study activities also improved teacher competence. Pedagogical competence increased through better understanding of student characteristics. Professional competence improved through the application of subject knowledge in practice. Social competence developed through interaction with students and school communities. These findings support experiential learning theory, which emphasizes learning through experience and reflection.⁷

The results suggest that field study activities should be intentionally designed and integrated into teacher education curricula. Institutions should provide structured reflection tools, mentoring, and evaluation mechanisms to ensure meaningful learning outcomes. Policymakers and educators are encouraged to view field study activities as a core component of continuous professional development.

⁶ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: Remaja Rosdakarya, 2017), pp. 63–65.

⁷ D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 1984), pp. 38–40.



4. CONCLUSION

This study concludes that field study activities have a significant impact on teaching module development and teacher competence. Field study helps bridge the gap between theory and practice and supports continuous professional development. It is recommended that field study activities be integrated into teacher education and training programs. Future research may use quantitative or mixed methods to examine the impact of field study activities more comprehensively. Field study activities have a significant impact on teaching module development and teacher competence. By fostering experiential learning and reflective practice, field studies enable teachers to design more contextual and effective teaching modules while enhancing their pedagogical, professional, social, and personal competencies. Integrating field study activities into teacher development programs is therefore essential for improving educational quality.

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