

**PERSEPSI GURU PEMBIMBING TERHADAP PROSES
PEMBELAJARAN MAHASISWA PRAKTIK PPL UNIVERSITAS
NEGERI YOGYAKARTA DI SMK PIRI 1 YOGYAKARTA
TAHUN AJARAN 2012/2013**

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ABSTRACT

This study aims to describe perception of tutor to student skills practice in the implementation of the learning process PPL SMK Piri 1 Yogyakarta in the academic year 2012/2013. Students in an effort to prepare myself as a professional teacher candidates must master a variety of skills to carry out the process of learning the skills of open learning, skills to master the material, skills of presenting the material, classroom management skills, closing skills lessons.

This study uses a descriptive research with quantitative approach. The data collection technique using a questionnaire filled out by the respondents covered the entire guidance counselor at SMK Piri 1 Yogyakarta academic year 2012/2013 were 26 teacher mentors. To test the validity of the instrument using the product moment correlation, and for testing the reliability of the instrument using Cronbach alpha. The data analysis technique used is descriptive and statistical techniques for tendency classification is divided into three categories: high, medium, and low. Processing data using SPSS 17 for windows.

The results of this study tutor perceptions on the implementation of learning practices of students PPL Yogyakarta State University academic year 2012/2013 are included in the category with the total percentage in the high category and the category was 73.08% which includes skills lesson opens with a total percentage in the high category and category at 76.92%, the skill to master the material with a total percentage in the high category and the category was 61.54%, the skill deliver material with a total percentage in the high category and the category was 69.23%, classroom management skills with the total percentage of the category high and medium category, 73.08%, and closing skills with a total percentage of subjects in the high category and the category was 73.08%, while 26.92% as included in the category of low-this is because the students do not have experience teaching practices and lack of control of components -components in the implementation of learning, especially in the ability to master and deliver the material so that the interaction with the students is not maximized.