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DESIGN OF MANAGEMENT MODEL FOR FACILITATING PRACTICE OF SCHOOLING FIELD INTRODUCTION

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Abstract

This study explores the enhancement of teacher quality and its impact on learning outcomes. It emphasizes the significance of professional competency development among educators. The study focuses on pre-service training as a means to improve the quality of prospective teachers. The study introduces a four-stage experiential learning cycle—real experience, reflective observation, abstract conceptualization, and active experience—tailored for prospective teachers. The study's primary objective is to elucidate the management model of mentoring and the implementation of schooling introduction within the context of Santo Fransiskus Assisi Semarang Pastoral and Catechetical College. Employing a qualitative research approach, the researchers investigate the experiences of practice assistants involved in Introduction to Schooling Fields (PLP) through interviews and observations. Informants are selected through purposive sampling. Data collection encompasses interviews, observations, and documentation methods guided by predefined interview guidelines. Concurrently, the activities of accompanying lecturers are observed to ensure effective PLP preparation for students. The collected data undergoes content analysis, leading to the identification of themes for subsequent focus group discussions (FGD). The FGD deliberates on pertinent methods for assisting the PLP practice of prospective Catholic religious education teachers. The study culminates in the design of a mentoring model for future PLP practices. Notably, the research emphasizes qualitative interpretation over quantitative frequency in data analysis. Ultimately, the study advocates for the practical application of acquired knowledge in real teaching scenarios under the guidance of adept mentors, enabling students to refine their skills and enrich their understanding through experiential teaching.

Keywords Catholic Religious Education (CRE); Experience-based Cycle Learning (ECL); Teacher Training

INTRODUCTION

The rapid development of the 21st century demands skills as skills that progressively demand creativity, perseverance, and problem-solving combined with performance as part of a good team. The pedagogical ability of teachers is one aspect that supports the realization of these 21st-century skills (Fauziah & Putri, 2020). Pedagogical competence is the ability of teachers to manage learning, which includes the ability to plan learning programs, the ability to interact or manage the learning process, and the ability to conduct assessments (Karuniawati et al., 2022).

The pedagogical competence of the teacher itself may be the result affected by changes in learning practices. Other research reveals that pedagogic competence has implications for the process of self-development with professionalism in learning in schools. These studies illustrate that pedagogic competence receives more psychological research but has not revealed the role of school field experience in strengthening the pedagogical competence of prospective teachers. Umar's research confirms that the practice of school field introduction (PLP= *Pengenalan Lapangan Persekolahan*) improves the mastery of the pedagogical competence of prospective teachers (Umar et al., 2021). Likewise, the results of Suryaning Ati's research said that PLP improves the ability of prospective teachers in terms of planning learning programs, the ability to interact or manage the learning process, and the ability to conduct assessments (Ati et al., 2022).

PLP activities are field practice activities where LPTK students observe the academic atmosphere in elementary schools. Observation and analysis of problems found in schools is the main activity of the PLP program (Siregar et al., 2020). PLP is an effort program carried out by the Educational Personnel Education Institute (LPTK= *Lembaga Pendidikan Tenaga Kependidikan*) to improve the implementation of undergraduate education programs. In teacher education standards, PLP is one of the important aspects or activities to produce professional teachers. The school environment as a place of practice is very influential for the formation of strengthening learning outcomes, forming attitudes, introducing the work environment, and improving students' teaching abilities and skills according to their fields.

The existence of PLP is expected to form a person who has strong attitudes, knowledge, skills, and mental values as a teacher (Siregar et al., 2020). The target of the introduction of the school field (PLP) is to achieve the personality of prospective educators who have knowledge and skills as a teacher who can use them appropriately in the teaching process both inside and outside the

educational institution or school. In addition to providing practical experience in the field, PLP also provides opportunities for students to apply theories or concepts that have been learned on campus. Students can practice their abilities in actual situations in the field. Furthermore, the introduction of the school field is useful to equip students with professional skills in a short time so that students have the confidence to enter the world of work.

Pastoral and Catechetical Colleges throughout Indonesia under the guidance of the Directorate General of Catholic Community Guidance (*Dirjen Bimas Katolik*) of the Ministry of Religion of the Republic of Indonesia are also LPTK, which plays a very important role in preparing graduates to become teachers, in this case, Catholic religious education teachers. CRE teachers should also have the ability to meet the required competencies, namely pedagogic competence, personality competence, professional competence, and social competence (Magelang, 2021). One of the activities of LPTK Catholic Religious Education in preparing competent CRE teachers is to organize the practice of School Field Introduction (PLP). This PLP program is one of the practical courses that must be taken by students as one of the requirements for completing a bachelor's degree.

Effective training requires that this learning be transferred from the training environment to actual job performance (Nisvilyah, 2013). An important point in providing such training transfer is to provide actionable, evidence-based guidance for practitioners before, during, and after the implementation of the training program to improve the utilization of trained knowledge and skills in the workplace (Ashley, 2018).

PLP management means the preparation of PLP activity planning indicators is carried out procedurally by making an activity agenda in the form of a circular letter addressed to students, heads of study programs, and heads of departments, collaborating with the Education Office, determining partner schools, placement placements, preparing orientation and debriefing materials (Efkar et al., 2021). Halimah's research has come down to the effort of finding a valid and effective model to introduce the field of transformative education (Halimah et al., n.d.). Halimah uses Research and Development research methods. To obtain preliminary data related to the focus of this analysis, Halimah conducted interviews and documentation studies to (1) randomly selected students who had participated in PPL based on their study program background, motivation, goals, and expectations to join PLP-PSP.; (2) PLP-PSP supervisors and teachers; (3) Head of Study Program;

(4) vice dean for academic affairs; and (5) documentation study of PLP-PSP documents and literature related to PLP-PSP. Validation, evaluation, and revision are carried out to obtain clarity, material quality, and attractiveness of the resulting product. Halimah's research resulted in a model of teaching materials that were designed to meet the correct procedures and were suitable for use.

Bistari's research resulted in creative PLP management concepts during COVID-19 (Bistari et al., 2021). The COVID-19 pandemic period has encouraged LPTK PLP managers to pay attention to these conditions to create conducive alternative activities. Problem-solving to achieve activity targets is carried out with online workshops. The form of activities carried out during the COVID-19 pandemic as it is today is webinars. Stages of problem-solving activities are carried out to carry out these activities, namely: (1) preparation, (2) implementation, and (3) reporting.

In practical terms, this study has significance in the context of PLP companion training. By using an experiential learning approach, companion training can be designed more effectively and relevantly. PLP mentors have the opportunity to refine their theoretical understanding through practical experience in a school setting. They can provide better guidance and direction to practical students in carrying out teaching practices so that students can implement their knowledge concretely in real-world situations. Thus, this research provides practical benefits for PLP assistants in improving their competence in guiding practical students and, in turn, preparing qualified teachers or educators. In addition, this research also contributes to the development of curriculum and teaching methods by introducing experiential learning approaches as an effective strategy for strengthening the relationship between theory and practice in an educational context.

METHOD

This research is qualitative. Researchers explored field experiences from School Field Introduction (PLP) practice assistants through interviews and observations. The informants were 5 PLP supervisors from STPKat St. Fransiskus Asisi Semarang, 5 PLP supervisors for Catholic Religious Education (CRE) subjects, and ten students from the Class of 2019/2020 (semester 7) who participated in School Field Introduction (PLP) activities at the Senior High School / Vocational Education level.

The selection of subjects in this study was carried out by *purposive sampling*. The informants of this study were PLP assistant lecturers selected by *the proposed sampling method*. The companions came from the Pastoral and Catechetical College (STPKat) of St. Fransiskus Asisi Semarang, where

STPKat St. Fransiskus Asisi Semarang is one of the Educational Personnel Education Institutions (LPTK) under the Catholic Community Guidance (*Bimas*) of the Ministry of Religious Affairs of the Republic of Indonesia. STPKat St. Fransiskus Assisi Semarang undergraduates candidates for religious teachers of Catholic Religious Education (CRE).

Data collection was carried out using interviews, observation, and documentation methods. Researchers ask questions based on pre-compiled interview guidelines. Researchers also observe all activities carried out by accompanying lecturers to prepare students so that students can undergo PLP practice well.

Researchers use content analysis methods to process the results of interviews and observations (Harsyah et al., 2022). Themes that appear in *Content Analysis* It becomes material for Focus Group Discussion (FGD) with the theme of what methods are relevant and actual in assisting PLP practices for prospective Catholic religious education teacher students. FGD is the basis for further theoretical exploration in a literature review. Researchers look for references that are relevant, actual, and in line with the research theme. The result of the in-depth study was the design of a PLP practice mentoring model for the following year

FINDINGS AND DISCUSSION

Findings

Table 1 presents the four main aspects of the experiential learning approach in PLP companion training: real experience, reflective observation, abstract conceptualization, and active experience. The *experiential learning* approach focuses on merging theory and practice through direct application in real-world situations. These tables give an idea of the types of activities associated with each aspect and illustrate how those aspects relate to each other.

The first aspect, real experience, involves gathering field experience through various methods such as interviews, field observations, and practical experience. Reflective observation, as a second aspect, involves reflection on field experience, self-analysis, and identification of strengths and weaknesses. The third aspect, abstract conceptualization, emphasizes concept development, concept abstraction, concept generalization, knowledge transfer, and application of concepts in real contexts. Meanwhile, the last aspect, active experience, includes direct practice at school, direct interaction with students, collaboration with other mentors, and various activities that encourage

creativity, critical thinking, and organizing learning activities.

Table 1. Dynamics of Experiential Learning in the PLP Process

Four Components of an Experiential Learning Approach				
1. Aspects	1. Real Experience	2. Reflective Observation	3. Abstract Conceptualization	4. Active Experience
2. Form of activity	Interview with	Make observations	Building understanding	Doing practice
3. Object of Study	Practice Assistants	against PLP processes	Conceptual from experience	Directly Teach
4. External input	Receiving information	Reflect	Create abstract concepts	Get involved in
5. Internal awareness	and experience	against experience	from real experience	Interactive activities
6. Context (scope of understanding)	from PLP supervisor	and observation	and observation	that promotes self-understanding and development

Source: Research Data Processing (2023)

Table 1 describes four columns related to experiential learning approaches in PLP companion training. The "Real Experience" column refers to the collection of information directly through interviews with practical assistants. The column "Reflective Observation" includes the process of reflection and analysis of experiences gained from PLP observations. The column "Abstract Conceptualization" refers to the construction of a conceptual understanding of the field experience that has been experienced. Finally, the "Active Experience" column involves practical students in carrying out direct teaching practices in schools.

Table 1 shows how to approach *Experiential Learning* in PLP companion training involving various interrelated elements. Practice assistants collect real experiences and then reflect on and analyze those experiences (Adeani et al., 2020). They also develop conceptual understanding through abstract thinking. On the other hand, practical students engage in active experiences through hands-on practice teaching in schools. Through extracting real experiences, reflections, abstract conceptualizations, and active experiences, PLP companion training can provide opportunities for mentors to refine their theories and guide practical students in applying their knowledge in real-world situations.

Table 2. Experiential Learning Activities

		Real Experience	Reflective Observation	Abstract Conceptualization	Active Experience	Real Experience
1.	Activities	Interview	Observational reflection	Concept development	Teaching practice	Interview
2.	Internalization Activities	Field observation	Self-analysis	Concept abstraction	Direct interaction with students	Field observation
3.	Learning Experience	Practical experience	Evaluation of results	Generalization of the concept	Teaching simulation	Practical experience
4.	Co-operation Process	Interaction with teachers and students	Identify strengths and weaknesses	Knowledge transfer	Collaboration with other companions	Interaction with teachers and students
5.	Peer-group exploration	Group discussions	Preparation of follow-up plans	Application of Concepts in Real Contexts	Taking the initiative in learning	Group discussions
6.	Learning Bill	Individual assignment	Reflection journal creation	Problem-solving Creativity	Adjustment of teaching strategies	Individual assignment
7.	The Impact of Learning	Hands-on practice at school	Critical thinking	Effective communication	Organizing learning activities	Hands-on practice at school

Source: Research Data Processing (2023)

Based on research information, field experience from practical assistants was obtained through interviews, field observations, practical experience, interaction with teachers and students, group discussions, individual assignments, and direct practice at school (Adeani et al., 2020). Reflective observation involves reflection on field experience and self-analysis to identify strengths and weaknesses (Herrington et al., 2014). Abstract conceptualization involves the development of concepts, abstraction of concepts, generalization of concepts, transfer of knowledge, and application of concepts in real contexts. Active experiences include teaching practice, direct interaction with students, teaching simulations, collaboration with other mentors, preparation of follow-up plans, problem-solving creativity, effective communication, critical thinking, and organization of learning activities.

Table 2 provides a comprehensive overview of the essential components of the experiential learning approach in PLP companion training, as well as the activities related to each aspect. It helps to visualize how real experience, reflective observation, abstract conceptualization, and active experience are interrelated and mutually supportive in this approach.

Discussion

Factors Affecting Teacher Competence

This is very important because the results of research on factors that affect a person's professional competence turn out to have a positive and significant influence on leadership from the principal. The Principal's leadership includes the principal's authority, skills, and behavior. At the same time, the second factor is the teacher's attitude toward his profession, which includes aspects such as trust in the profession, teacher satisfaction with the profession, and teacher behavior towards his profession (Saripudin, 2014). Looking at the results of the research above, it appears that the teacher is still not satisfied with his competence, meaning that the teacher has been able to reflect on his shortcomings. Other studies have also shown that there is a positive influence of a school's accreditation on the quality of learning carried out (Zulnika, 2017).

Many causes of low competency outcomes of teachers in Indonesia, among others, are that the dimensions of teacher professional knowledge are *Pedagogical Content Knowledge* (PCK), which includes *Pedagogical Knowledge (Pedagogical Competence)* and *Content Knowledge (Professional Competence)* still low (Fauziah &; Putri, 2020). There are two important elements of *Pedagogic Content Knowledge* (PCK), i.e., *Content Knowledge* (CK) and *Pedagogical Knowledge* (PK). These two elements have a very important role in creating prospective teacher students as educational professionals when involved in the teaching and learning process. *Content Knowledge* What is good is the understanding and mastery of the material with real-life problems that are very supportive in shaping and influencing (Rini, 2016). Teachers must be able to master four competencies, namely pedagogic competence, namely understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Saifudin, 2018).

Reflection on PLP 2018-2021 as a research context

Guiding practical students who carry out PLP Practice in a school is a challenging process. There are many ups and downs experienced by mentors. Based on interviews with several PLP supervisors of SD Negeri 3 Sampangan, SD N Lamper Sari, SD Marsudirini, SMP Maria Goreti, SMP Kebon Dalem, SMA Kebon Dalem, and SMKN 5 Semarang as well as five PLP STPKat St. Fransiskus Asisi Semarang supervisors who guided from 2018 to 2021, stated that the guidance system for PLP students carried out so far was not optimal. The lack of maximum guidance for the 2020/2021 and

2021/2022 academic years is due to the COVID-19 pandemic, with online system learning being more difficult compared to previous years.

In mentoring, both the supervisor and the supervisor generally only ask about the difficulties experienced in the Learning Implementation Plan (RPP) and how to manage the class. The difficulty of applying and giving examples in everyday life from the content of catholic religious material and also related material that requires acceptance through faith. The supervisors did not invite PLP students to reflect on the experiences they had gained during PLP at school. The supervisors also stated that they had not provided references to the content of the material derived from the source of the difficulties the practitioners faced.

Experiential learning

Based on some of the problems above, researchers designed a training that uses the method of *Experiential Learning,* which can be applied in the process of mentoring lecturers and supervising teachers to PLP students. Application of the method *Experiential Learning* It has been widely practiced in the pedagogic and medical fields. The results of research that applies this method show the ability to design and follow up on the results of reflections that have been carried out (Vidiastuti et al., 2018). Method *Experiential Learning* This is a method that must be carried out with inseparable stages because this is a very important part and is a cycle that cannot be separated from the four stages of the method of *Experiential Learning*, i.e., concrete experience, reflective observation, abstract conceptualization, active experimentation (Moore, 2010). Winkel explains that the impact of reflection is empathy, comfort in learning in complex situations as well as involvement in the learning process (Winkel, 2017). It was also mentioned that reflection was able to increase the learning of complex subjects and deepen professional values.

The Experiential Based Cycle Learning System was invented by Alice Kolb and David Kolb (Kolb, 2005, 2015). The theory of *Experiential Learning* states that a person will be able to learn about things in his way and will produce perceptions of the experiences gained in his life (Kolb & Kolb, 2005; 2015). He proposed a cyclical model *of Experiential Learning* in four stages of knowledge development that combine individual consciousness and experiential transformation of Kolb's Four cycles of *Experiential Learning* (Yardley et al., 2012).

The first stage is c*oncrete experience*. This real experience is the starting point of acquired learning, where a person is fully involved, open, and unbiased from a new experience. Learners are actively involved in the concept of *learning by doing by* directly participating in task-laden processes. The acquisition of knowledge lies in the context of emphasizing place and time. A person's experiential learning is acquired in a particular place when interacting with people and at repetitive times. Thus, it will be able to encourage the ability to think at an increasingly high level so that the *more soft skills* it acquires.

The second stage is *reflective observation*. Learners can reflect and interpret experiences from various points of view. Conducting collaborative dialogue with instructors allows for more critical and in-depth reflection. Problem-solving in context requires critical reflection. Learners must act like investigators and test the suitability of new or pre-existing abstract conceptualizations to current real-world experience.

The third stage is *abstract conceptualization*. The learner can create concepts that integrate his observations into a reasonable theory, identify what principles can be learned, form an opinion about what his interests are, and then assimilate them into his knowledge. Abstract conceptualizations are interpreted as contextually specific in critically assimilated experiential learning theory. Context conditions can change over time and place, so knowledge is temporary and requires testing in context.

The fourth stage is *active experimentation*. Learners use the theory to make decisions and solve problems, then try what they have learned on their own in response to further experiences. This will be able to create knowledge and meaning for oneself. *Experiential learning* incorporates challenging new experiences. Learners must step out of their comfort zone, accept challenges, and behave spontaneously to the uncertainty inherent in the process.

This cycle *of experiential learning* is constructivist, in which the learner reflects on life experiences and interprets and draws conclusions from these experiences to form the mental structure of knowledge. This structure represents knowledge stored in memory as concepts that can be represented, expressed, and transferred to new situations(Kolb, 2005; Kolb, 2015; Moore, 2010).

Reflection as the Core of core Experiential Learning

Reflection is a metacognitive process that occurs before, during, and after a situation to develop a greater understanding of oneself and the situation experienced as information for future

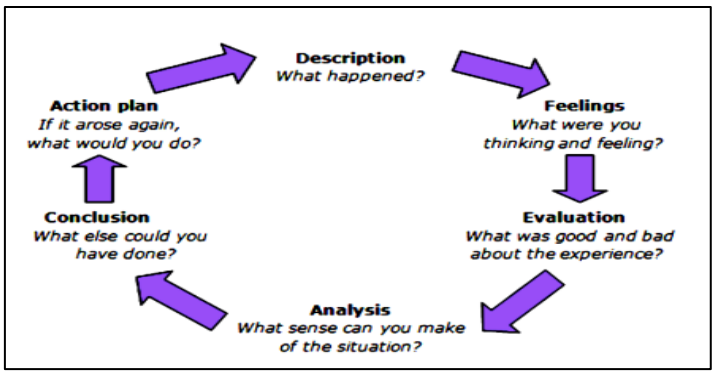
actions. The understanding of the self and specific situations has a wider impact on lifelong learning than simply identifying new knowledge and skills (Sandars, 2009).

Morris, in his research, provides input related to Kolb's experiential learning that Kolb's experiential learning cycle is the most influential model of experiential learning theory (Morris, 2019). However, the main problem in interpreting Kolb's model concerns the lack of clarity about what constitutes concrete experience exactly. A systematic literature review was conducted to examine what constitutes concrete experience and what is the nature of the treatment of concrete experience in experiential learning. Morris proposes that a revised revision of Kolb's model is proposed: experiential learning consists of contextually rich concrete experiences, critical reflective observation, contextual-specific abstract conceptualizations, and pragmatic active experimentation (Morris, 2019).

Reflection is one way that is assumed to help the process of self-maturation. Self-reflection is the ability of humans to introspect and the willingness to learn more deeply about human nature. The focus of reflection is how to find appropriate and efficient steps to explore positive insights or life values that move a mature and quality person (Jones et al., 2021).

Graham Gibbs's Reflective Cycle model is a development of the Kolb cycle model created in 1984. What the two have in common is the experience of reflection and planning. The Gibbs cycle judged the model too narrow and less advanced (Gibbs & Peterson, 2019). Gibbs proposed a cycle that was seen as developing Kolb's studies, namely: a) *Description* (description): describes what happened accurately and in detail. A report in detail about the events experienced about the timing, chronology of events, roles to be performed, people involved, and goals to be achieved; b) *feelings* (feeling): describes what is felt and thought; c) *Evaluation* (evaluation): assessing the good and bad things from experience. Explain what is good and what is not good from experience, and give way; d) *Analysis* (analysis): describe opinions about the situation, critically look at the relationships between parts of an event as well as alternatives that exist, and look for meaning; and, e) *Conclusion/synthesis* (Conclusion) affirming things that should not be done and looking for things that should be done. What conclusions and meanings can be drawn from the contemplated experience? What things are still lacking in oneself and need to be developed? and f) *Action Plan* (Action Plan): Make an affirmation if something else happens, what will be done. Explain what you will do when faced with something similar in the future and give a reason (Hastami, 2018).

Figure 1. Model Gibb's Reflective Cycle (Adeani et al., 2020)



PLP activities are designed within six weeks with details of the first week for introduction, socialization of the school community, guidance with supervisor teachers, and activities in following the course of the learning process directly in the classroom (observing the role model of the guidance teacher) (Miller & Mills, 2019). Content for the first week aims to allow students to adapt and socialize with the school environment and prepare for making learning devices. While participating in PLP at school, students are expected to be able to take part in all activities at school, both morning activities and extracurricular activities such as scouts or recollections, with the aim that students can gain real experience in the entire learning process at school.

The second week onwards is used to teach in class according to the schedule and class that has been discussed with the guidance teacher. The required number of face-to-face meetings for PLP students is a minimum of five face-to-face meetings with the same class (parallel) and/or different grade levels. In general, the last week is filled with activities used to make PLP reports, repair learning tools, and farewell to schools. The schedule of activities for the sixth week is more flexible, and everything must be through practical agreements, supervisors, and supervisors.

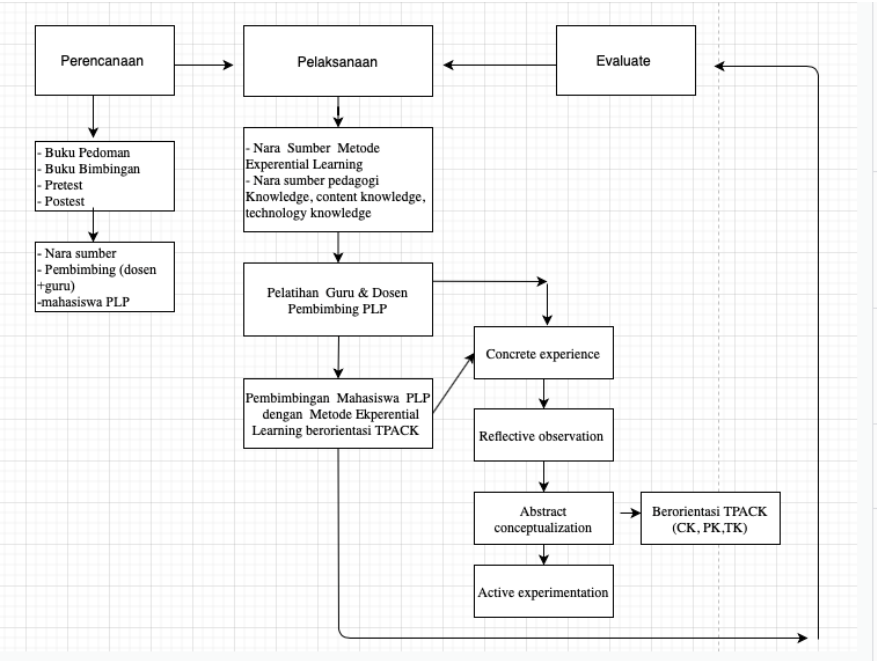
In the next stage, namely abstract conceptualization, the supervisor is invited to show the correct concept by giving examples of correct theories that must be studied and then inviting the guide to assimilate it into his knowledge (Motta; Bennett, 2018). In this training, it must be emphasized to the supervisor or trainee that a theory can change so that knowledge is temporary, except for knowledge that cannot be changed and remains at all times.

In this *Abstract conceptualization* stage, trainees are given material deepening on how to combine pedagogical knowledge, knowledge of Catholic religious content, and technology. In the last stage, the supervisor is given material on *Active experimentation*. At this stage, practitioners can begin to prepare themselves with all learning tools from the results of guidance. At the agreed time, the supervisors guide the practice to design learning that will be carried out in class. This can also be done by *microteaching* in small groups.

Training management design

Factors related to trainee characteristics (cognitive ability, self-efficacy, motivation, perceived usefulness of training), training design (behavior modeling, error management, realistic training environment), and work environment (transfer climate, support, opportunity to perform, follow-up) showed the strongest and most consistent relationship with training transfer. High cognitive abilities are more successful in processing, retaining, and generalizing the skills trained. Trainees with high self-efficacy have greater confidence in their ability to learn and apply trained competencies. In addition, the benefits of training are channeled when participants are motivated to learn and transfer during the training process (Versland & Erickson, 2017).

Figure 2. PLP Management Model (Ashley, 2018)



Activities in training management are characterized by the following: a) what change and improvement of skills, more referring to psychomotor aspects of the ability to do something; b) the

material presented only refers to one aspect of the competency to be achieved specifically, which means learning for a competency to be achieved specifically which means that learning for a particular competency or skill at the time needed; c) only for a specified period at the time necessary; d) develop understanding, knowledge, and skills; e) the process of learning and practicing by following procedures so that it becomes a habit; and f) administered instructional both indoor and outdoor (Wu et al., 2018).

The conduct of research from the training facilitates this using the instructional design of the Kolb cycle of *experiential learning*. The research flow of training implementation based on *experiential learning* is described as follows: a) *concrete experience*: the implementation of training is carried out for one day. Before the start of the training, researchers will conduct socialization by filling out the pretest before training and approval sheets to follow the research; b) the concrete *experience stage,* which focuses on sharing the experience of supervisors who have provided PLP guidance before; c) *reflective observation*: in the second session of training, trainees will receive a theoretical briefing on the principle of facilitating reflection, *experiential learning* cycle, Each group will do *role play* and provided feedback sessions from peers and facilitators; d) *abstract conceptualization*: training starting from a discussion of previous PLP mentoring experiences, interactive lectures, *role play,* and reflection is expected to form new concepts and knowledge for mentors on how to provide facilitate reflection, and e) *active experimentation*: PLP guidance was carried out three times. VII semester students who take part in PLP activities will be divided into several groups. Each group consists of 2-3 people, with one supervisor who will go to the school where PLP practices. Guidance is carried out until students make a report on the results of their activities. Instructor training PLP increases the readiness of supervisors to assist in the implementation of PLP in schools, and it is expected that those who initially only receive/absorb theoretical knowledge but then have to apply their knowledge in situations and conditions that are different when obtaining theory (Jungert et al., 2018).

CONCLUSION

The *experiential learning* approach can be used to design PLP training on the condition that the trainee is a companion who has implemented the PLP process. Keeping in mind that the implementation of PLP courses aims to prepare and produce teachers or educators who have values,

attitudes, knowledge, and skills following their fields (professionals), PLP training with *an experiential learning* approach is centered on reflection activities. Companions must be able to imagine that practical students will become teachers of Catholicism later when they enter school, church, society, and society in general.

PLP mentoring training provides an opportunity for PLP mentors to refine various theories they are familiar with. PLP assistants can direct practical students so that they carry out direct teaching practices in schools well. Students who originally only received/absorbed theoretical knowledge are expected to apply their knowledge in concrete situations and conditions with the help of a good PLP supervisor.

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