



Integrating Research in Practice Teaching Program Efforts to Prepare Agile Graduates Through FBS Teaching

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Abstract. The efforts to implement the mandate of Ministry of Education Regulation Number 3 of 2020 apart from encouraging and facilitating students to participate in flagship Merdeka Belajar Kampus Merdeka (MBKM) program are also carried out by Higher Education Institutions, including Universitas Pendidikan Ganesha (Undiksha) through the implementation of Independent MBKM in form of FBS Mengajar Program. It was launched by the Fakultas Bahasa dan Seni (FBS) as a form of teaching assistance program integrated with research. As an innovative and pilot program, it faces a number of opportunities and challenges. This research was conducted to analyze the opportunities and challenges of FBS Mengajar through surveys, interviews, and focus group discussions with 5 study program coordinators, 3 department heads, 31 lecturers, 42 teachers, 23 partner school principals, and 155 sixth semester students of the education program. The research data were analyzed descriptively. The results showed that FBS Mengajar with complex requirements and research integration is a good opportunity in an effort to prepare superior graduates who are agile. The challenge ahead is how this program is communicated more widely to provide a complex understanding of the program. In addition, it is necessary to have an integrated system that supports FBS Mengajar Program.

Keywords: teaching · research · agile graduates · opportunities · challenges

1 Introduction

At the beginning of 2020, the Ministry of Education and Culture enforces the Merdeka Belajar Kampus Merdeka (MBKM). MBKM provides opportunities for students to explore new learning experiences to enrich and deepen their insights and competencies according to the needs of the world of work and the world of the future. Universities are required to collaborate and open themselves up to the involvement of parties with an interest in higher education, especially those who are in the world of workforce. From this point of view, it appears that the conception of MBKM is in line with the thought of the Indonesian education figure, Ki Hajar Dewantara, that “everyone becomes a teacher, every home becomes a school”. This policy is expected to improve adaptive skills in accordance with the needs of the world of work.

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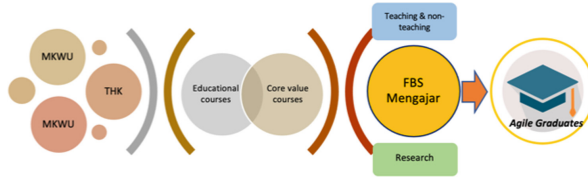


Fig. 1. MBKM Rebalancing Model in FBS Mengajar

The increasing number of unemployed undergraduates in 2019 puts the importance of this policy in place. Data from the Organization for Economic Cooperation and Development (OECD) also shows that the quality of Indonesian undergraduate graduates is 20% lower than the average quality of graduates from OECD member countries [1, 2]. Many graduates encounter difficulties in finding employment [3, 4]. Therefore, improving the competence of undergraduate graduates is very important [5, 6].

Two years after its launch, the MBKM discourse is still happening. This discourse ranges from theoretical matters to the technical implementation of MBKM programs, such as scientific competency issues, study subject's recognition and conversion, participant requirements, and technical matters related to socialization and coordination [7–10]. Despite the various problems [11], various findings show that this policy idea is considered suitable for creating links and matches between universities and the labor market in an effort to produce superior graduates [8, 9, 12].

The activation and acceleration of MBKM in Higher Education vary greatly. Ganesha University of Education (Undiksha) accelerated this policy immediately after the issuance of the MBKM policy with various strategies, such as curriculum adjustments, issuing Rector regulations, socialization and coordination, and various other technical steps. Undiksha has also conducted various Independent MBKM programs apart from National's flagship MBKM programs since 2020. One of which is FBS Mengajar launched by the Faculty of Language and Arts as a form of teaching assistance program integrated with research. FBS Mengajar is a form of an innovative program that seeks to provide school introduction experience and conduct research to prepare competent prospective teachers.

FBS Mengajar is a program formulation with complex requirements. Complex in terms of study program requirements, number of credits, and prerequisite courses. The program can only be followed by students from the education departments, who have taken at least 90 credits, and have passed the micro-teaching course with a minimum grade of B. Students are also required to attend research orientation sessions. These requirements are a form of commitment to ensuring the quality of the program and efforts to produce competent and agile prospective teacher graduates. FBS Mengajar is a model of rebalancing the MBKM program while still focusing on the Graduate Learning Outcomes (LLOs) with recognition of the achievements of the equalization model and additional competencies (hybrid model). MBKM from this point of view is enrichment. FBS Mengajar as an MBKM rebalancing model is shown in Fig. 1.

Figure 1 shows that the FBS Mengajar program is carried out by students after all supporting courses have been taken, Mata Kuliah Wajib Umum (MKWU), Tri Hita Karana (THK) courses aimed at developing attitudinal aspects, and core scientific and

educational courses. The rebalancing model is an adjustment model that ensures students to be ready in terms of scientific and educational understanding and have good character and be ready to collaborate.

This model is also seen to dismiss concerns about the loss of scientific competence and the problem of difficult program equivalence that usually occurs in MBKM programs [7, 13, 14]. The innovation in this rebalancing model is research integration.

The integration of research in FBS Mengajar gives students the opportunity to recognize educational problems more deeply in an effort to improve the quality of learning. Collaboration between students, teachers, and mentors in the research is needed to be able to describe the real problem. FBS Mengajar trains 6C competencies (critical thinking, collaboration, creative thinking, character education, citizenship, and communication) so that they can become agile graduates in such conditions (vulnerable, uncertain, complex, and ambiguity). The integration of research also provides opportunities for faster completion of studies for students.

As a pilot program, FBS Mengajar, which is also based on a progressive approach, is faced with opportunities and challenges in its implementation. Careful attention to opportunities and efforts to overcome challenges for program sustainability is needed.

2 Research Method

2.1 Research Design

This research used a descriptive qualitative approach. This research aims to describe the opportunities and challenges of the FBS Mengajar program.

2.2 Data and Data Source

The data of this research is in the form of qualitative data sourced from 5 study program coordinators, 3 department heads, 31 lecturers, 42 teachers, 23 partner principals, and 155 students of the vi semester of the education program.

2.3 Data Collection Methods

Data were collected through surveys, interviews, and focus group discussions. Data sourced from study program coordinators, department heads, teachers, and principals were collected using the FGD method, while data from students were collected through survey and interview methods.

2.4 Data Analysis Method

Data analysis in this study followed the miles and Huberman [15] data analysis stages with four stages, namely data collection, data reduction, data presentation, and conclusion drawing/verification.

3 Result and Discussion

3.1 Result

3.1.1 Responses of Department Heads, Study Program Coordinators, and Lecturers

The FGD results showed that the head of the department, study program coordinator, and lecturers welcomed the FBS Mengajar program. FBS Mengajar is seen as a good breakthrough in an effort to provide opportunities for students to learn outside the campus. Some other notes related to the responses of department heads, study program coordinators, and lecturers are:

- 1) FBS Mengajar has strict requirements and guarantees that students who take part in the program have understood scientific and pedagogical materials and have been equipped and internalized good character through MKWU and THK.
- 2) FBS Mengajar provides opportunities for students to practice more intensively and try to solve problems through research
- 3) Research integration trains critical thinking and collaboration skills
- 4) Allows students to complete their studies faster
- 5) There are adequate technical guidelines
- 6) The hybrid equivalency model is in accordance with the characteristics of the student requirements in the program.

The following are statistics on the belief in the success of the FBS Mengajar program in creating agile graduates:

Figure 2 shows that 74% of respondents were 'very confident' that FBS Mengajar can create agile graduates and 26% were 'confident'. This result shows great optimism towards the program.

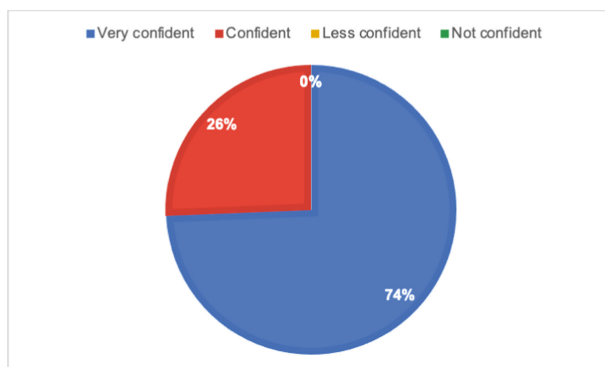


Fig. 2. Confidence in FBS Mengajar in Producing Agile Graduates

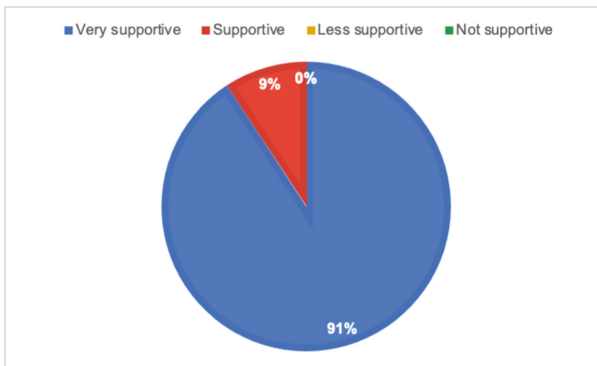


Fig. 3. Teacher and Principal Support

3.1.2 Teacher and Principal Responses

Teachers and principals welcomed the program very well. Integration of research in introduction activities to the school was a new experience. Teachers feel helped in the learning process and are happy to collaborate and assist students in research. This program is also seen to help teachers in overcoming the problems that exist in learning through research. Teachers also see this program as very good in helping students complete their thesis.

In line with this, the principal also revealed that the presence of students who bring technological developments in learning brings new colors to the classroom and increases student motivation. The duration of one semester is very good for students in honing their teacher competencies and understanding existing problems. Teachers and principals strongly support (91%) the program as shown in Fig. 3.

3.1.3 Student Responses

Information dissemination through announcements, flyers through whatsapp groups, web, and social media as well as virtual socialization was carried out before surveys and interviews. The survey results showed students' interest in joining the program, but around 50% of active students in semester VI have participated in various flagship MBKM activities. The search results also showed that there were students from non-education study programs interested in joining the program and there was one student from an education study program who had not met the minimum requirements for micro teaching grade. Regarding these two cases, student wishes cannot be accommodated. FBS Mengajar is intended for students of educational study programs and must meet the minimum requirements for micro teaching grades. This is to ensure that the program objectives can be achieved as expected.

The survey and interview results show that there are three classifications of students in responding to the program, namely (1) students who are active and enthusiastic in seeking information related to the program, (2) students who only wait for information to come to them and determine their attitude from the information received, and (3) students who do not want to take the MBKM program and follow the process with regular channels. The results of the survey on student interest are as follows.

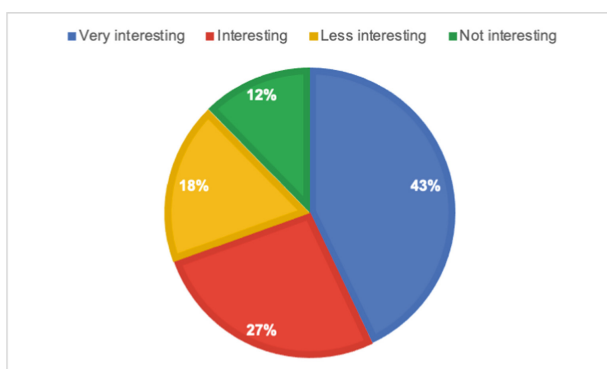


Fig. 4. Student Interest in the Program

Figure 4 shows that 70% of students were interested (very interested and interested) in joining the program. 18% were less interested and 12% were not interested. A number of students who were interested in joining the program did not participate because they were accepted in other MBKM programs, such as the internship program to Japan or because they were already involved in the lecturer's umbrella research which required students to conduct research in other areas outside Bali. The interesting data is that there are also students who already have umbrella research whose research setting is not in schools and there are also students who have participated in the Batch 3 Kampus Mengajar program (one of flagship MBKM Programs).

A survey of students was again conducted during the program. This survey was related to the responses and obstacles faced by students. The results of this survey showed that they were challenged to implement the program and received full support from principals and teachers. The obstacle felt is the lack of understanding regarding the implementation of the independent curriculum in school.

3.2 Discussion

3.2.1 Opportunities in the Implementation of FBS Mengajar

FBS Mengajar was welcomed by the head of the department, study program coordinator, lecturers, teachers, principals, and students. This acceptance is a good opportunity and becomes the basic capital in the implementation of the program. The rebalancing model in this program is seen as being able to overcome distrust of the quality of the program and at the same time is seen as being able to produce agile graduates. A clear foundation and the availability of documents are the basis of trust from various parties involved in it. FBS Mengajar as a mindset of Merdeka Belajar has been accepted. Mindset change is the beginning of Merdeka Belajar's acceptance space [16]. This is a good opportunity in the midst of the many pros and cons of MBKM [17], which is widely seen as the commercialization of education [18, 19].

Research integration is also seen as an important factor that provides more space for students' critical thinking, communication, collaboration, and creativity. These are skills that are valued in the world of work [13, 20]. The hybrid equalization model is

also seen as providing clues to the hard skills and soft skills acquired by students which will also relate to emotional management in program implementation [21].

The research findings also show the support of those involved as mentors or companions to students in implementing the program. Other research findings show similar things and are seen as giving lecturers the opportunity to explore learning problems in schools in more depth [13]. FBS Mengajar that integrates research is a work-integrated learning (WIL) strategy by providing experience, problems, and creativity in addressing educational problems in schools. WIL strategies in various program innovations are currently being carried out [22–24].

Students' interest in the program is also an opportunity for the continuity and sustainability of the program in the future. FBS Mengajar is a program that gives a new nuance to the teaching assistance program that has been known and understood by students. Research integration can be seen as an in-depth reflection of experiences that will form the basis of the conceptualization process as in experiential learning theory [25].

3.2.2 Challenges in the Implementation of FBS Mengajar

The results showed that the challenges related to partner readiness commonly faced in the implementation of MBKM [13] were not faced by FBS Mengajar. First, the credit conversion can take a hybrid form. The semester prerequisite on the one hand is the strength of the program [26], on the other hand, it brings the challenge of providing clearer measurement instructions related to the achievement of additional competencies obtained by students.

Second, socialization needs to be longer and more interactive. This is because there are still many students who claim to be less interested or even not interested. The results show that students' lack of interest is not only due to considerations of program duration but also due to their lack of understanding of research integration opportunities. Students think that this program is the same as similar programs such as Kampus Mengajar or similar programs in other faculties. Socialization through various online channels that are more attractive is needed [13]. In addition, communication in discussion forums or seminars also needs to be done to overcome the lack of interactive communication in online channels.

Improvement steps that have been taken regarding this socialization have begun, namely by giving challenges to students periodically to upload their activities on social media. This aims to provide information, especially to other students related to the program. This step is an effort to improve the branding of the program as many do today [26]. Showing a strong impression as a differentiator from others needs to be done [27].

Third, a clearer description of the role of teachers in research is needed. This is necessary to overcome teachers' doubts regarding the assistance they can provide. Fourth, information enrichment related to the implementation of the independent curriculum and the latest developments related to the school curriculum. Fifth, the preparation of an integrated system. FBS Mengajar is already supported by a school recognition monitoring system and a system that regulates research. It would be better if these systems can be integrated in the future.

4 Conclusions

Research integration in school introduction activities is an independent MBKM program innovation carried out by FBS Undiksha. This program is well received and has good opportunities for sustainability. A number of challenges are faced and demand better program preparation and produce agile graduates.

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