

## **Chapter One**

### **Introduction**

In this study, several parts are presented in this chapter. The first part is the research background. The Research background explains why the researcher is interested in knowing students' experiences in joining teaching practice. The next part being discussed is to identify the problem and delimitation of the study. The objective and significance of the research also be discussed by the researcher. Furthermore, the study demonstrates the research's benefits for specific persons. The last is chapter organization which discusses the contents of each chapter in this research.

### **Background of the Research**

Nadiem Makarim made many new revolutions in world of education, especially Independent Learning-Independent Campus (MBKM). According to Leuwol, et al. (2020), the Merdeka Campus is one of the programs implemented by Minister of Education and Culture Nadiem Makarim to allow the right to study for three semesters outside of the academic program. The Independent Learning-Independent Campus (MBKM) campus is a relatively new concept that allows students to study at colleges of their choice. Baharudin (2021) stated that, the objective of the Independent Learning-Independent Campus (MBKM) freedom to learn policy is to encourage students to master numerous fields of knowledge relevant to their areas of competency in order to compete in a global world.

The learning process on the Independent Learning-Independent Campus (MBKM) is an important reflection of student-centered learning. According Sopiansyah, et al. (2022), through field realities and dynamics like ability

requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements, learning on the Independent Learning-Independent Campus (MBKM) offers challenges and opportunities for developing innovation, creativity, capacity, personality, and student needs. According Dirjen Dikti Kemendikbud (2020), through the carefully developed and administered Merdeka Learning curriculum, students' hard and soft abilities will be forcefully shaped.

The Independent Learning-Independent Campus (MBKM) policy follows to the Minister of Education and Culture's (Permendikbud) Regulation No. 3 Years 2020 Concerning National Higher Education Standards. A number of associated parties, including institutions, faculties, programs of studies, students, and partners, enforce this requirement. Universities' administrators are required to facilitate students' sharing rights (whether taken or not) to: (a) take outside credits at the university for a maximum of two semesters or the equivalent of 40 credits and (b) take credits in different study programs at the same university for one semester or the equivalent of 20 credits. Faculty must (a) prepare facilitation lists of faculty level courses that students can take across study programs and (b) prepare cooperation documents (MoU/SPK) with relevant partners.

According Sudaryanto, et al. (2020), the Independent Learning-Independent Campus (MBKM) concept Merdeka Campus is represented by eight learning activities: (1) student seekers, (2) apprenticeships/work practices, (3) assistance teaching in education units, (4) research, (5) humanitarian projects, (6)

entrepreneurial activities, (7) independent studies/projects, and (8) building villages/colleges real thematic work. Permendikbud 3, 2020, covering National Standards for Higher Education, specifies that learning occurs both within and outside of study programs: a. Learning in different study programs at the same tertiary institution; b. Learning in different study programs at different tertiary institutions; c. Learning in different study programs at different tertiary institutions; d. Learning at non-university institutions.

Many universities now offer their students to take part in the Independent Learning-Independent Campus (MBKM) program. One of them is at the Islamic private university in Yogyakarta, especially in the English Language Education Department (ELED). The English Language Education Department was successfully included in the selection for the Independent Campus Competency Program (PKKM). According Dirjen Dikti Kemendikbud (2020), PKKM can refer to study programs and institutional programs that have been prioritized for the Merdeka Learning Campus management system, also known as the Institutional Support System (ISS).

The Independent Campus Competency Program (PKKM) in English Language Education Department (ELED) has three program options that students can choose from, these programs are PKKM educational internships (teaching practice), internships in the business world of industry, and student exchanges. According Dirjen Dikti Kemendikbud (2020), Improving the quality, relevance, and innovation of higher education in order to respond to and anticipate future developments in science and technology in accordance with the excellence of study programs, as well as expanding cooperation with DUDI (the business world

of industry) and top world-class universities in the context of transforming higher education in order to gain international recognition and increase the nation's competitiveness.

Several English Language Education Department students chose to take part in the PKKM program which focuses on education, namely teaching practice. Students choose teaching practice because the program is in line with the study program they are studying. Almerico (2018) in his study found that the internship is typically the capstone experience for students preparing to become teachers in teacher education programs.

Teaching practice program is not something new in English Language Education Department (ELED), because all students from semester one until semester six must join regular teaching practice. Students get a school that select from the study program. Students cannot to choose their place to join the teaching practice. The internship only gives students one credit and students still have to attend the lectures in full in class. Students must pay to be able to attend regular teaching practice. However, in this PKKM program, students get the freedom to choose where to do teaching practice. Students are exempted from participating in class for one semester with the value converted into 20 credits. Students also do not need to pay to take part in the teaching practice activities, but receive pocket money every month while the activity is still ongoing.

The reason why the researcher is interested in the exploring students' experiences in joining teaching practices for students is because the researcher wants to know the benefit and the obstacle related teaching practice during

Independent Learning-Independent Campus (MBKM). The researcher focused on the students' experience in doing an internship program in teaching practice English Language Education Department (ELED) at one of Islamic Private University. The current study is important for several reasons. First, more and more in higher university today obligate their students to join internship program especially on Independent Learning-Independent Campus (MBKM). Independent Learning-Independent Campus (MBKM) has been running for about two years in Indonesia. According to Kamila and Andriyansyah (2021), because the Independent Learning-Independent Campus (MBKM) program concept is more industrial and tends to be practical in responding to the needs of employers, its goal is to equip students to have the hard and soft skills required in the workplace.

Second, teaching practice is an important activity to add experience. Students English Language Education Department (ELED) has many experiences that suitable with their major as a teacher in teaching practice. This is because internship program has many benefits when students join the program. According to Blau, Snell, and Goldreg (2021), that students believed internships several advantages, including improving their ability to work well with others, facilitating one's maturation, assisting them in applying classroom concepts to the workplace, and boosting their confidence in the job search. Although, students has many benefit in internship program, but students faced an obstacle during internship.

Independent Learning-Independent Campus (MBKM) activities are increasingly being encouraged in the English Language Department. This requires increasing the benefits that students have previously received and improving the obstacles that can hinder these activities. The researcher was found that several

problems were faced by the participants. Participants are only interested in the benefits offered without knowing in advance the background of the activity. Through this study, the researcher aims to ascertain the benefits and obstacles in internship program in teaching practice of MBKM an English Language Education Department of Private University in Yogyakarta.

### **Identification of the Problem**

Internship program especially Independent Learning-Independent Campus (MBKM) becomes an important program in higher university especially in ELED Islamic Private University in Yogyakarta. This program is carried out because of new program from Indonesia's Minister of Education and Culture Nadiem Makarim. The researcher found that students had many benefits but many obstacles following the internship program, especially in teaching practice. Some students succeeded in their internship and had many experiences that increased their teaching ability. Some had obstacles in their internship that made them not interested in the program.

The researcher also conducted an initial interview with several students who took part in teaching practice activities. The researcher learned that students gained many experiences during teaching practice. Students get many benefits that can improve them to become a teacher.

In the next interview session, the researcher learned that one student took part in the teaching practice activity because they followed a friend who first registered for the activity because of some of the benefits obtained from the activity without knowing their background first. Other students said they had more free time than participating in teaching practice activities at school because

the schedule they received needed to be full during the lesson. This indicates a lack of knowledge and interest in students at private Islamic universities in Yogyakarta towards teaching practice activities because students still need help with many problems.

Therefore, these problem need to be recognized because Independent Learning-Independent Campus (MBKM) is new program for students in ELED. Students ELED certainly want to be able to know how the way to get good place to internship and overcome the problem during internship. This research can help students understand and prepare before they want to join in internship program, especially in teaching practice.

### **Delimitation of the Research**

This research focused on exploring students' experiences in joining internship in teaching practice, especially for ELED students' batch 2019. The researcher found the benefits and the obstacles faced by students while joining the internship program in teaching practice. In addition, this research takes place at English Language Education Department in one of Islamic Private University in Yogyakarta. Furthermore, the participant in this study is ELED students of batch 2019 who join the teaching practice internship program in semester five. The findings of this study presented the experiences of students ELED batch 2019 at an Islamic Private University in Yogyakarta.

### **Research Question**

In relation to that context, the study develops two research questions of exploring students' experiences in joining internship in teaching practice:

1. What are the benefits of joining teaching practice as perceived by ELED students in MBKM curriculum?
2. What are the obstacles of joining teaching practice as perceived by ELED students in MBKM curriculum?

### **The Objective of the Research**

Based on the research question above, this research aims to:

1. To find out the benefits of joining teaching practice as perceived by ELED students in MBKM curriculum.
2. To find out the obstacles of joining teaching practice as perceived by ELED students in MBKM curriculum.

### **The Significance of the Research**

For students, teachers, and upcoming researchers, the research is expected to be more beneficial and knowledge-rich.

**Students.** This research determined the students' benefits and obstacles in participating in teaching practice at MBKM. Students can use this research as a reference if they want to join MBKM, especially in teaching practice.

**Teachers.** This research is expected to be a reference for students in joining teaching practice at MBKM. Teachers accompanying the students during teaching practice can use the reference to identify the benefits and obstacles students ELED in teaching practice. The teachers know how they will do with the students.

**Future researcher.** Other researchers interested in examining teaching practice by ELED students in MBKM, the same subject of study, can use the findings of this study.



## **Organization of the Research**

There are five chapters in this study. The research background, identification of the problem, delimitation of the research, research questions, the objective of the research, and the objective of the research are all described in the first chapter.

Chapter two is a literature review. This provides a definition of teaching practice, the benefits in teaching practice, and the obstacles in teaching practice faced by students. This chapter describes the theory related to the general overview of teaching practice.

Chapter three is the methodology. This chapter describes the procedure the researcher will use to carry out the study. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze data.

Chapter four is the findings. This chapter describes the findings from the interview with the participant. The findings consist of the benefits of students in joining teaching practice in the MBKM curriculum and the obstacles students in joining teaching practice in the MBKM curriculum.

Chapter five is the conclusion and recommendation. This chapter showed the conclusion from chapter one until chapter four and recommendations for students, teachers, and other researchers