Chapter One

Introduction

This chapter contains an overview of this research. It discusses the background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter.

Background of the Research

Freedom to Learn-Independence Campus, or *Merdeka Belajar-Kampus Merdeka* (MBKM), is a new policy launched by the Indonesian Ministry of Education and Culture in 2020. The Ministry of Education and Culture made this policy to prepare graduates to face social transformation, culture, the industry of work, and rapid technological advances (Ditjen Dikti, 2020). This policy aims to encourage students independently in developing their careers and interests so that they will be ready after graduation (Krishnapatria, 2021). MBKM provides a maximum of 40-credit courses for students to learn outside their classroom in the same study program but at a different university; a different study program in a different university; or studying outside of the university (Ditjen Dikti, 2020). Students can take this chance to learn outside their classroom by following the tracts provided by MBKM.

This policy offers nine MBKM tracts that are open to all students from various study programs and universities. The tracts include (1) Indonesia international mobility awards or abbreviated as IISMA (a program that provides opportunities for students to become global citizens and get to know the

international community as well as strengthen networks, technical skills and non-technical skills); (2) Teaching campus (a program that provides students to teach at basic education level such as elementary school to junior high school); (3) Internship (a program that provides students with the opportunity to gain work experience in industry or the real world of the profession); (4) Rural development or thematic community service (a program that allows students to live with the society and work together to identify the potential issue; to solve the problems in the village; to develop the potential of the village); (5) Independent student exchange (a program that gives students experience to understand the cultural diversity of the archipelago in Indonesia); (6) Humanitarian project (a program that allows students to develop humanitarian activities independently which can be shown with a humanitarian action proposal); (7) Research (a program provided for students who are passionate about being researchers); (8) Independent study (a program for students who have a passion to realize the contested works at the international level or the work of innovative ideas); and (9) Entrepreneurship (a program that allows students to develop their ideas to be creative and innovative businesses).

Teaching campus or *Kampus Mengajar* (KM) is one of the best MBKM tracts, which received a positive response from the partners involved (Meke, 2022; Prasetiyo, 2021; Prasandha, 2022; Suastika, 2022; Yuliasari, 2022). KM is a program provided for university students to learn outside their classroom for approximately one semester by becoming an assistant at the primary education level, such as elementary school and junior high school (Ditjen Dikti Kemdikbud

Ristek, 2022). KM involves students on each campus from various educational backgrounds to help the teaching and learning process in schools so that the non-educational program students can learn and develop themselves through this activity (Kemdikbud, 2021).

KM aims to equip students with a variety of expertise and skills by becoming partners with teachers and schools in developing learning models, as well as fostering creativity and innovation in learning to strengthen literacy and numeracy learning in schools. In implementing KM, students are focused on assisting teachers in the teaching and learning process; helping teachers in managing administration; assisting teachers and students in adapting to technology (Ditjen Dikti, 2021). Additionally, KM provides many benefits for students, such as improving soft skills and teaching skills (Liana, 2022; Meilia, 2022; Prasetiyo, 2021; Suwanti, 2022). Soft skills include leadership, public speaking, responsibility, self-management, social skills, and teamwork (Prasetiyo, 2021; Sumani, 2022; Suwanti, 2022; Tsamroh, 2021). The students also get the allowance and 20 (twenty) credits course conversion for almost one semester (Ditjen Dikti Kemdikbud Ristek, 2021).

A study has been done regarding the experience of joining the KM program. KM was found as an essential program for educational program students to increase their potential as a teacher. Azisah (2022) found that information about KM can provide an authentic experience that increases the competences possessed by prospective teachers. Teacher competence is teachers' fundamental abilities, expertise, and skills in teaching and learning (Janawi, 2019). Teacher

competences include pedagogical, personal, social, and professional competence (Government regulation 19 of 2005 concerning National Education Standards). Additionally, Azisah (2022) found that KM is essential in increasing social education students' competence as a teacher to be. She found that the KM program can increase students' teacher competences, primarily pedagogical, personal, and social competence.

Unfortunately, it cannot maximize professional competence, which comprises competence in mastering the subject matter (Azisah, 2022). A study by Sobara (2022) also found that KM program has less impact on German language education students' teacher competence, especially pedagogical competence, which involves competence in developing a lesson plan or learning media. This phenomenon regarding the teaching competences students expect to acquire from the KM program also happened in English Language Education (ELED) students at a private university in Yogyakarta. Based on the pre-interview with ELED students who have joined the program, the researcher found that after taking the KM program, students felt the teaching experience they got from the program did not match what they expected. The researcher found that ELED students needed to obtain real experience in teaching the English subject, which is their subject matter.

Therefore, the researcher is interested in identifying ELED students' expected teaching competences they still need to acquire through the KM. Then, the researcher wants to find out ELED students' perceptions of the ideal

implementation of the program for the future, which can minimize the students' missing teaching competencies.

Identification of the Problem

Since the launch of the MBKM policy, a private university in Yogyakarta has applied this policy. The study programs at the university are offered to follow the MBKM tracts. ELED is one of the study programs that offered the students to join KM because the tract is related to education. The tracts allow university students to be involved in teaching and learning at elementary school and junior high school (Ditjen Dikti Kemdikbud Ristek, 2022).

KM has many advantages for students who follow the program. The advantages of KM are to increase students' competences as a teacher and their soft skills, such as leadership, public speaking, responsibility, self-management, social skills, and teamwork (Azisah, 2022; Prasetiyo, 2021; Sumani, 2022; Suwanti, 2022; Tsamroh, 2021). Besides these advantages, the students who participate in KM also get an allowance for five months and the conversion of 20 credits course conversion or almost one semester (Ditjen Dikti Kemdikbud Ristek, 2021).

Unfortunately, there are also some challenges in the implementation of KM. The challenge faced by higher education institutions are the number of conversion credits courses for KM activities, students' placement in elementary schools, and the irregularity between learning outcomes for graduates and the courses that can be converted (Bhakti, Tola, & Triana, 2022). Another issue in the implementation of KM faced by the students is that KM still needs to be optimal in increasing the students' competences to become professional teachers (Azisah,

2022). Sobara (2022) found that KM is not ready to increase students' skills to develop learning activities. Moreover, KM needs to be more effective and precise in its implementation to increase student competence in teaching experience at the education unit level (Bhakti, Tola, & Triana, 2022).

Delimitation of the Problem

This study focuses on one of MBKM tracts related to the education field, KM, followed by ELED students. Thus, the scope of this research excludes the other MBKM tracts. In addition, the researcher intends to obtain a more in-depth study analysis regarding implementing the KM.

Based on the identification of the problem, there are many issues with the KM program. This current research focuses on the expected teaching competences that ELED students did not gain from KM and the ideal implementation of KM, which can minimize the missing teaching competences, based on ELED students' perceptions. Therefore, the researcher limits this research to the issue that KM still needs to be prepared to increase students' competences as a teacher. This research is conducted at a private university in Yogyakarta with six ELED students as participants. The criteria of participants in this research are ELED students who have participated in KM and have already completed the program.

Research Questions

Based on the background, identification of the problem, and delimitation of the problem, the researcher formulates two research questions. The following are the research questions:

1. What are the teaching competences perceived by ELED students in the KM program that they did not acquire through the program?

2. What are the criteria for the ideal implementation of the KM based on ELED students' perceptions?

Research Objectives

This research aims to determine ELED students' experience of joining the KM program. Based on the research questions above, the researcher formulates two objectives for this research. The following are the research objectives:

1. To identify the specific teaching competences ELED students perceive as missing from their participation in the KM program.

2. To determine ELED students' criteria for the ideal implementation of the KM program in terms of enhancing their teaching competences.

Significance of the Research

This research provides several significant. The importance of this research can be felt by ELED students, the institutions, the stakeholders, and future researchers. The following are the categories of the significance of this research.

For ELED students

The result of this research is essential for ELED students who want to participate in KM because the findings contain information about KM. This study explores the missing teaching competences in implementing KM and the ideal implementation of the KM based on ELED students' perceptions. By knowing the findings, ELED students can increase their insight regarding the KM program.

ELED students also can use this research as their reference to improve their reading skills. In addition, students can focus on the teaching competences which can be developed through KM. Students can acquire the teaching competences maximally from the KM program.

For institutions

The finding of this research is helpful for the institutions because it provides information regarding the experience of students joining one of the MBKM tracts. By knowing the information, the institutions can assist students in preparing themselves before joining the KM program. Institutions can also help direct students in the registration procedure. The institutions can also help evaluate whether the program is running according to the institution's and stakeholders' agreement.

For stakeholders

The findings in this study are essential for stakeholders because the findings provide information regarding future program development. The stakeholders can use the findings of the study for their evaluation and reflection on improving the KM program. The stakeholders will be more aware of the issues in implementing the KM program.

For future researchers

By conducting this study, future researchers will be able to identify the missing teaching competences that occur throughout the implementation of the KM program. The result of this study can be used as a reference for a theoretical

overview for future research or other researchers on the same topic. Therefore, conducting this research can encourage other researchers to conduct research related to the KM or other tracts provided by MBKM policy.

Organization of the Chapter

This thesis consists of five chapters. In chapter one, the researcher provides the background of this research. There are also the identification and delimitation of the problems. This chapter also explains the research questions, the objectives of this research, and the significance of this research.

Chapter two provides a literature review to support the research. This chapter explains the MBKM policy and the nine MBKM tracts. This chapter focuses on one of MBKM tracts which is KM. Thus, this chapter presents KM and the implementation of KM. This chapter also provides teacher competences, including the types and several ways to improve teacher competences. A review of related studies and the conceptual framework are also included in the list of chapter two.

Chapter three focuses on the methodology of the research. This chapter presents the research design, setting, and information about the research participants. This chapter also provides the data collection method, the instruments of the research, and the procedure to collect the data until analyzing the qualitative data.

Chapter four provides the findings and the discussion of this research. This chapter presents the findings from the interview conducted with six ELED

students. The researcher also discusses the findings with previous studies related to the findings.

Chapter five describes the conclusion of this research and the recommendations for the following research, which have the same topic. The conclusion provides the results of this current research. Moreover, the recommendation suggests this research to ELED students, institutions, stakeholders, and future researchers.