

The Role of Partners in Improving Students' Competence in the Teaching Assistance Program / Teaching Campus

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Abstract— The Teaching Assistance Program or Teaching Campus collaborates with various partners from educational institutions throughout Indonesia, both at the primary and secondary school levels. This established partnership is mutualistic, so it is mutually beneficial for both universities and cooperation partners. This study aims to explain partners' perceptions, student competencies according to partners, and the role of partners in increasing student competence in the Teaching Assistants/Teaching Campus program. The research method uses a survey research type with the instrument in a questionnaire filled out by 124 partners of the Islamic University of Malang as the sample. Based on the results of data analysis, it can be concluded that the perception of partners, in general, is good. According to them, this program has a high usefulness value. According to partners, student competence is good, even very good in language competence, attitude competence, and competence in using technology, so that it is considered very helpful for schools. Judging from the partner's role, partners have a significant role or contribution in developing learning development competencies, strengthening literacy and numeracy, and administrative and managerial efficiency.

Keywords— partner perception, student competence, partner role, teaching assistance, teaching campus.

INTRODUCTION

Today society is entering a new era; After the 4.0 era of industrial revolution, society entered the era of society 5.0, which is also called the era of super-smart society (Hitachi-UTokyo Laboratory, 2020; Holroyd, 2020). In that era, society was transformed into a demanding generation with various soft skills and hard skills. In addition, the generation of this era must have competency of using technology and information. This is a challenge for the generation of that era. Educational institutions face various challenges (primary, secondary, and higher education) in adapting to the era of super-smart society, especially in preparing a quality generation.

These developments also have an impact on the world of education. Learning is no longer for the sake of a moment but lifelong learning. Lifelong learning is a must to fully develop individual learning potential (Garraway, 2009; Silva & Garcia, 2019). Learning activities are no longer oriented to understanding the material or achieving theoretical or conceptual competencies. Learning activities are directed at providing students with provisions to enter the world of work. Students strive to develop innovation, creativity, personality capacity, and various needs to realize the competencies needed in work. Therefore, curriculum development is oriented to complement students' various pedagogical dimensions, life skills, the ability to live together (collaboration) and think critically and creatively (Brahma et al., 2021; Palobo et al., 2020). These skills aim to develop soft skills and transversal

skills, as well as invisible skills that are useful in many work situations, such as interpersonal skills, coexistence in society, the ability to increase competence in literacy (media and information) (Ritter et al., 2018; Shobron et al., 2020; Wats & Wats, 2009).

Based on these research, the Indonesian government launched the program of Independent Learning-Independent Campus (MB-KM) through the Minister of Education and Culture. The learning developed in the program is student-centered (student center learning). Student-centered learning has an essential role (Marpaung & Azzajjad, 2020). Students become more challenged in developing innovation, creativity, capacity, personality, and student needs and develop independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, and performance demands, targets. and its achievements (Kemendikbud, 2020).

The Program of Independent Learning Independent Campus gives students a choice of opportunities to study and complete the entire "learning load" in the study program within the same University or fulfill part of the learning load in the study program within the University, and the rest of the students can take part in the learning process outside study program. Students can participate in programs offered by the government, namely, Student Exchange, Internships/Work Practices, Teaching Assistance in Education Units, Research/Research, Humanitarian Projects, Entrepreneurial Activities,

Independent Studies/Projects, and Building Villages/Thematic Real Work Lectures.

One of the Independent Learning-Teaching Campus programs implemented and became one of the characteristics of a teacher-oriented campus, namely teaching assistance. Teaching assistance is an activity that is associated with the activities of the learning process. These activities are expected to provide experience for students in teaching activities, broaden their horizons, develop skills in learning technology, training, and develop competencies that support or are needed in the field of teaching, such as skills, independence, responsibility, teamwork, discipline, and ability to solve problems. (Hendrastomo, G., Aris Martiana, 2021).

The Ministry of Education and Culture Research Technology (Kemdikbud Ristek) initiated the implementation of the Teaching Assistance program through the 2020 Pioneer Teaching Campus program and continued with the Teaching Campus Phase 1, Teaching Campus Phase 2, and Teaching Campus Phase 3 programs to date. The Teaching Campus Program is organized in collaboration with schools throughout Indonesia. Through these activities, students are expected to gain insight and skills as described previously. In addition, students in these activities are also involved in strengthening literacy and numeracy learning activities in schools and administrative and managerial efficiency in schools.

Insights and skills gained by students in the program can be used to develop competence as an educator. Competence as an educator is developed through four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence. The four competencies will be integrated in developing teacher performance (Novauli, 2015).

To achieve this goal, partnerships with various parties must be well established. A partnership is a form of interaction between two or more parties that is manifested in the form of a partnership (Fraser & Mancl, 2017; Horan, 2019; Schiuma & Carlucci, 2018; Tehseen & Haider, 2021).

The parties who build or establish partnerships come from various sectors, namely community groups, government or non-government institutions related to the program to be implemented. The parties will work together to achieve common goals based on their respective agreements, principles, and roles.

The Teaching Assistance Program/Teaching Campus collaborates with various partners from educational institutions throughout Indonesia, both at the Elementary School (SD), Junior High School (SMP/MTs.), and High School (SMA/MA) levels. The program partners include Principals, Deputy Principals for Curriculum/Public Relations, classroom and subject teachers. The Teaching Assistance Program/Teaching Campus partners certainly have a contribution/role in developing student competencies during the program, which is held for one semester for students of the Islamic University of Malang.

Based on this background, this study aims to (1) explain the partner's perception of the Teaching Assistants/Teaching Campus program, (2) explain the competencies possessed by students in the Teaching Assistants/Teaching Campus program according to partners, and (3) explain the partner's role in increasing student competence in the Teaching Assistants/Teaching Campus program.

METHOD

This research uses a survey research type. The research was conducted by describing various activities that exist in the community or daily activities that produce natural statistical information. This survey research was conducted by asking respondents about implementing a program (Millet, 2009); (Susila et al., 2019).

According to Mc Millan & Schumacher (Maidiana, 2021), in survey research, researchers select samples from the population by using questionnaires or conducting interviews in the process of collecting data or information. The researcher gives several questions in the questionnaire or conducts direct interviews with the research object/subject. Furthermore, the data will describe various characteristics and conclude the findings. Survey research is generally limited to research with characteristic data collected from a representative population sample (Susila et al., 2019).

The primary purpose of survey research is to collect simple data to complex data and explain or describe a phenomenon. Survey research also aims to conduct an assessment (exploration) of various important information related to problems or phenomena. In addition, survey research also intends to explain (explanatory) or explanation and evaluate related to certain phenomena or activities (Maguire, 2021).

Following the research design used, this study aims to obtain "natural" information related to implementing the Teaching Assistants/Teaching Campus program, which is implementing the Independent Learning-Teaching

Campus (MBKM) program of the Ministry of Education and Culture and Research and Technology. This study seeks to explore (explore), describe, explain, and evaluate partner perceptions, student competencies, and the role of partners in increasing the competence of students at the Islamic University of Malang in the program.

The type of survey research used in this research is Cross-sectional Survey. Through this type of survey, data is collected for a certain period to describe the current condition of the population. According to (Setia, 2016), in a cross-sectional study, informants were only selected based on the inclusion and exclusion criteria set for the study, and after the informants had been selected for the study, the researcher followed the study to assess exposure and outcomes.

The population of this study was 193 respondents who came from partners (stakeholders) of the Teaching Assistants/Teaching Campus of the Islamic University of Malang. Partners come from school principals, vice principals, and civil servants who are directly involved in guiding students in the Teaching Assistance program/Teaching Campus in elementary schools

(SD/MI), junior high schools (SMP/MTs.), high schools (SMA). /MA) throughout Indonesia, which was attended by students of the Islamic University of Malang. A sample of 124 partners or 64%, was taken based on the population. Samples were taken based on effectiveness and efficiency in data collection (affordability).

The main instrument used in data collection is a questionnaire. According to (Rattray & Jones, 2007), the design and development of the questionnaire must be supported by a logical, systematic, and structured approach. In this study, a supportive framework is presented to assist this process. The questionnaire contains 50 questions related to the partner's perception of the Teaching Assistants/Teaching Campus program, the competence of the Teaching Assistants/Teaching Campus students, and the role of partners in the Teaching Assistants/Teaching Campus program. Fifty questions were submitted through a questionnaire in a google form. The responses or answers of the respondents are then analyzed and discussed to obtain the findings. In general, the steps in survey research are described as follows.

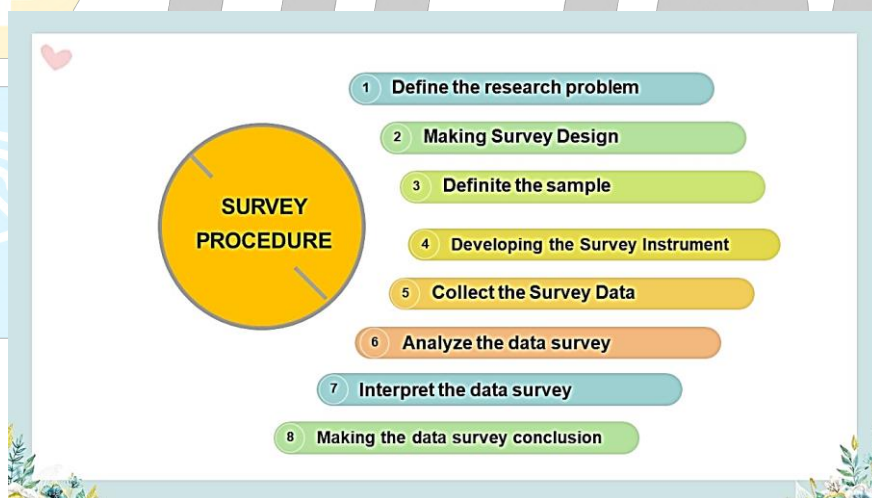


Figure 1: Schematic of Survey Research Procedure

RESULT AND DISCUSSION

A partnership is a necessity for many parties. In general, partnerships have the same orientation: saving energy and producing multiple benefits. A partnership can be interpreted as an alliance between two or more parties that form a cooperative bond based on agreement and mutual need. The cooperation is established to increase the capacity and capability in a particular field or a specific goal, to obtain better results.

Likewise, the partnership in the Teaching Assistance Program/Independence Campus. The partnership in this

program is a voluntary cooperative relationship between universities and schools and is based on the principles of mutual need, mutual support, and mutual benefit. This partnership is similar to that of the Ministry of Education in New Zealand in 2013, providing funding for universities to develop and implement initial teacher education programs with innovative school-university partnerships to promote graduate success (Bernay et al., 2020). Similarly, across Australia and around the world, school-university partnerships have been reviewed by researchers and policymakers as a means of bridging the perceived theory-practice gap where teacher education programs have been criticized. The partnership also

highlights the benefits and challenges faced through implementing partnerships and proposes opportunities for future research (Green et al., 2020). In collaboration with partners, each partner has a role in the program's success. The following is the result of a survey related to the role of the Teaching Assistance Program/Teaching Campus partners, especially in order to improve student competence. Before discussing the roles played by partners, first, describe the partner's perception of this program and the competence of students from the partner's point of view.

Partner's Perception of the Teaching Assistance Program/Teaching Campus

Building partnerships in various activities or activities is essential. A partnership is a necessity and can provide benefits for both parties. Likewise, with the partnerships built between universities and partner schools and various elements in the Teaching Assistants/Teaching Campus program. Partnerships built by universities and school partners are mutualistic partnerships. Partnerships are built so that both of them get more

benefits so that various goals can be achieved optimally. According to (MacDonald et al., 2019), organizations in the business, government, and nonprofit sectors are increasingly collaborating through multi-stakeholder partnerships to address the prevalence and complexity of sustainable development challenges worldwide. As complex issues cannot be understood or addressed by a single organization, it is necessary to pool the knowledge and resources of many stakeholders.

The Teaching Assistance Program/Teaching Campus is one of the new programs that was recently launched so that in its implementation, it creates various perceptions by partners. Based on the partner's perception, this program is more often equated with the Field Experience Practice (PPL) and Real Work Lecture (KKN) programs implemented in schools. This is often the central question for partners through students and Field Supervisors (DPL). Partners considered that students who took part in the program were very enthusiastic. This is based on the respondents' responses in the questionnaires that have been distributed. The response can be observed in the following graph.

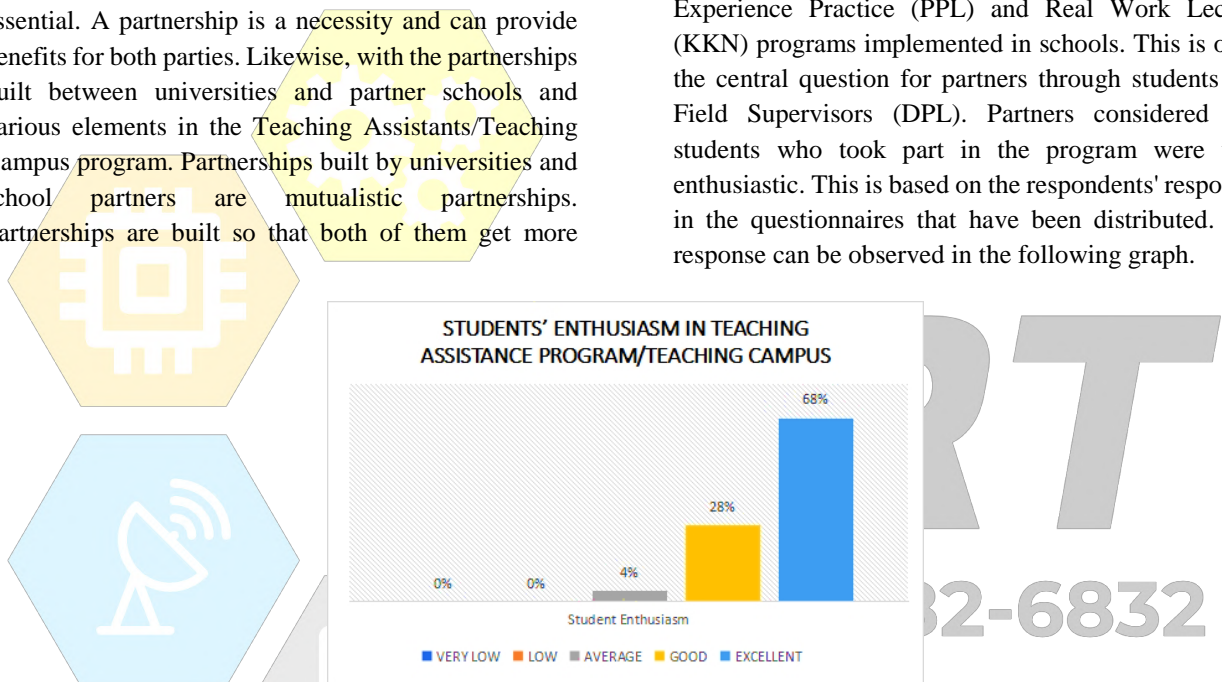


Figure 2: Student Enthusiasm in Teaching Assistant Program/Teaching Campus

Based on the data in the graph, respondents assessed that 68% of students at the Islamic University of Malang had incredible enthusiasm, respondents considered 28% of students to have good enthusiasm, and respondents also considered that 4% of students had sufficient enthusiasm in participating in the program. No students are not or less enthusiastic in participating in these activities. Student enthusiasm is so important in learning. The enthusiasm indicator is marked by the response, attention, willingness, concentration, and awareness that arise in students without any coercion or orders, followed by a desire to involve themselves in student activities and the ongoing teaching and learning process. The results of research on student enthusiasm were also carried out (Alfa & Karim, 2016). The researcher investigates the importance of student enthusiasm and their performance in their program. (Peale, 2003)

mentions that enthusiasm can be a dynamic motivator in maintaining consistency and concentration to achieve goals. In activities, enthusiasm is like a rail for a train that keeps the course of learning activities consistent in achieving learning objectives. The complicated picture will disappear with high enthusiasm and enthusiasm for learning.

Based on these data, partners have a positive perspective on implementing the Teaching Assistants/Teaching Campus program students at the Islamic University of Malang. This enthusiasm shows that partners welcome and accept the presence of students from the Islamic University of Malang in Teaching Assistance/Teaching Campus activities. This is also supported by the partner's view that the program benefits partners (schools and elements within them). The assessment can be observed based on the following data.

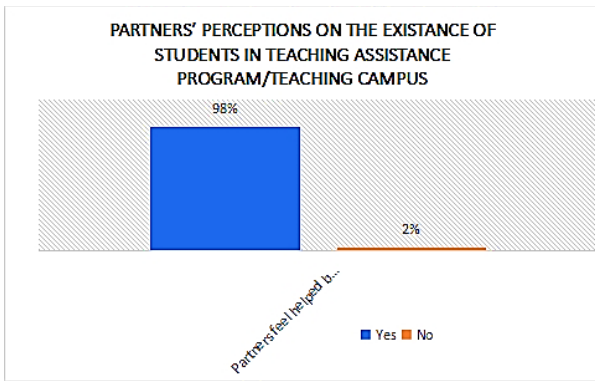


Figure 3: Partner's Perception of the Presence of Teaching Assistance Program Students/Teaching Campus

Based on these data, respondents answered that 98% felt helped by the presence of students at the Islamic University of Malang Teaching Assistance Program/Teaching Campus at school. Meanwhile, 2% of respondents answered that it was not helped by student attendance at school. However, based on the percentage of available answers, the presence of students is considered very helpful for the school. The school also considers that students have the ability in the field of information technology so that they can assist in the development of learning innovations, strengthening literacy and numeracy, and school administration. Partners also hope that the Teaching Assistants/Teaching Campus program is carried out sustainably and for a more extended period, especially for institutions in 3T areas that experience a shortage of educators.

The benefits of the Teaching Assistance Program/Teaching Campus for universities and partners (schools), as previously stated, are mutualistic or mutually beneficial. The benefits of this program for partners are: (1) getting the opportunity to be able to contribute to the preparation of prospective educators or education staff, (2) getting thought, energy, science, and technical assistance in learning planning, and improving partnership relationships between the University and schools, communities learning, and educational institutions (Hendrastomo, G., Aris Martiana, 2021).
 Student Competencies of Teaching Assistance Program/Teaching Campus According to Partners

The Teaching Assistance Program/Teaching Campus is an activity designed to be carried out outside the campus to introduce a more "realistic" education to students. Through these activities, students can implement the skills they have to improve the quality of education, both in the realm of learning and the realm of educational administration competence. In addition, students are

also allowed to improve their competence as educators, literacy and numeration competencies, and administrative competencies. These competencies are described more specifically or expressly through language competence, attitude competence, competence in mastering technology in general and learning technology, and competence in learning development.

Based on the survey results to partners, the following results were obtained.

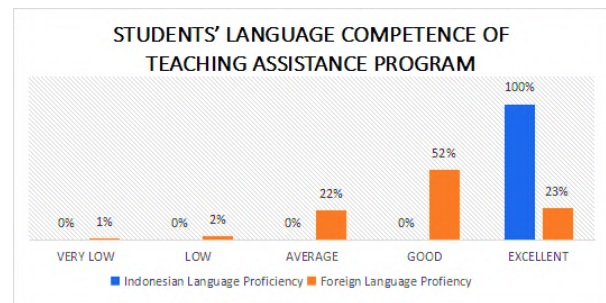


Figure 4: Language Competence of Teaching Assistance Program Students/Teaching Campus

Based on this data, partners assessed the Indonesian language competence of students at the Islamic University of Malang who took part in the Teaching Assistants/Teaching Campus program, which 100% of partner respondents assessed as very good. Meanwhile, students' foreign language skills were rated at 23% very well, 52% good, 22% moderate, and 1% bad. In general, it can be concluded that the Indonesian language skills of students at the Islamic University of Malang that support communication activities in the program are considered excellent and foreign languages are considered good.

Language is an essential part of learning because, in principle, language activities emphasize efforts to move students/learners to optimize their learning activities. Language is also used as a tool to convey messages or information to deliver at a certain point in the achievement of competence. In addition, language is also used as the primary tool or medium in daily communication between students of the Islamic University of Malang and partners to establish cooperation and harmonious relationships (Wicaksono, 2016). Another competency that is considered necessary in implementing the Teaching Assistants/Teaching Campus program is attitude competence. Students are expected to have attitudinal competencies, including ethics, cooperation, discipline, student self-development, honesty, motivation, and adaptability. Student competencies are illustrated in the following data.

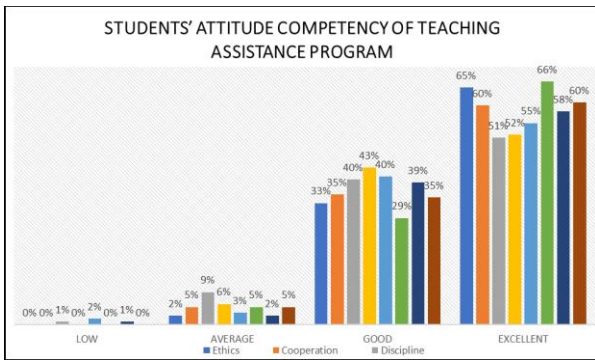


Figure 5: Student Attitude Competencies of Teaching Assistance Program/Teaching Campus

Based on these data, the attitude competence possessed by the Teaching Assistants/Teaching Campus students was assessed by partner respondents as very good and very good. Students are assessed as having ethics, cooperation, discipline, self-development, self-confidence, honesty, motivation, and the ability to adapt well. The average percentage obtained for the attitude competence of 58% of partner respondents considered

very good, 37% partner respondents considered good, and 5% considered sufficient. Respondents also said that students at the Islamic University of Malang who took part in the program were very active, disciplined, patient, willing, and able to adapt to the circumstances and school environment.

Attitude competence plays an essential role in shaping students to become educators and education staff, especially in terms of their social attitudes (Lafendry, 2020). Social competence includes the ability to interact and communicate with fellow teachers and students and cooperate with all elements of the school and community. Moral competence is associated with the example of educators/teachers for students.

In addition to competence in language acquisition and attitudinal competence, the competence possessed by students and getting a good and excellent assessment is mastery of technology. The student's technology mastery competence is explained through the following data.

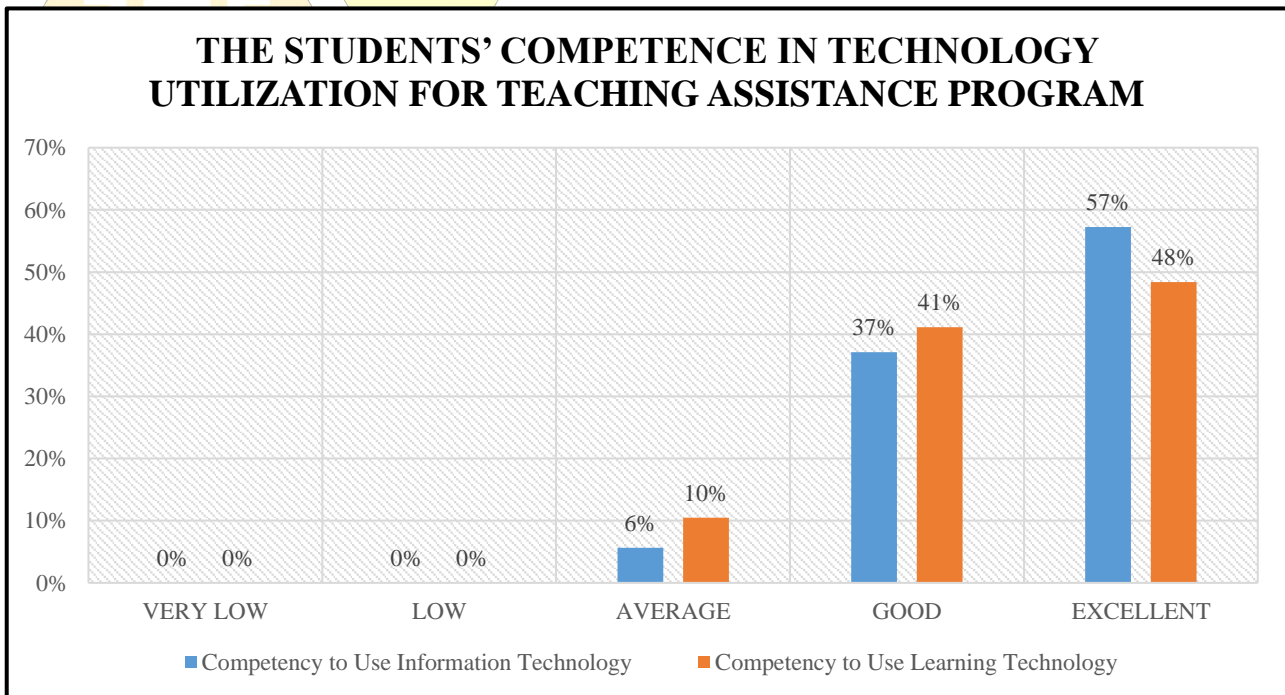


Figure 6: Competencies of Using Technology for Teaching Assistance Program Students/Teaching Campus

Based on these data, competence in using technology by students of the Islamic University of Malang in the Teaching Assistance/Teaching Campus program is considered very good with 57%, promising 37%, and entirely 6%. Regarding the competence to use learning technology, it is considered very good with 48%, promising 41%, and 10% enough. This shows that the competence of students is considered reasonable by partners. Partners assess students as having the ability in information technology so that the adaptation of

technology in learning numeracy literacy and administration is beneficial. Students also guide teachers in using IT in teaching and learning activities.

According to (Myori et al., 2019), educators are expected to increase competence in mastering Technology, Communication, and Information (ICT). These competencies are needed to support engaging, effective, and efficient learning activities. Mastery of ICT is also a manifestation of professional competence.

(Lafendry, 2020) revealed that professional competence is an ability related to the completion of teacher tasks (understanding of educational foundations, understanding of educational psychology, mastery of learning materials, ability to apply various learning methods and strategies, ability to design and utilize various media and technology learning, etc).

The Role of Partners in Improving the Competence of Teaching Assistance Program Students/Teaching Campuses

(Herlina, 2018) states, "Building a partnership is essentially a process of building communication or

relationships, sharing ideas, information and resources based on mutual trust and mutual benefit between the partnering parties as outlined in a memorandum of understanding or agreement. to achieve greater mutual success." Based on this statement, building partnerships is an important activity that needs to be carried out to provide mutual benefits.

Teaching Assistance Program partners/Teaching Campuses to have a vital role in improving student competence. Data related to the role or contribution of partners in the program are described in the following graph.

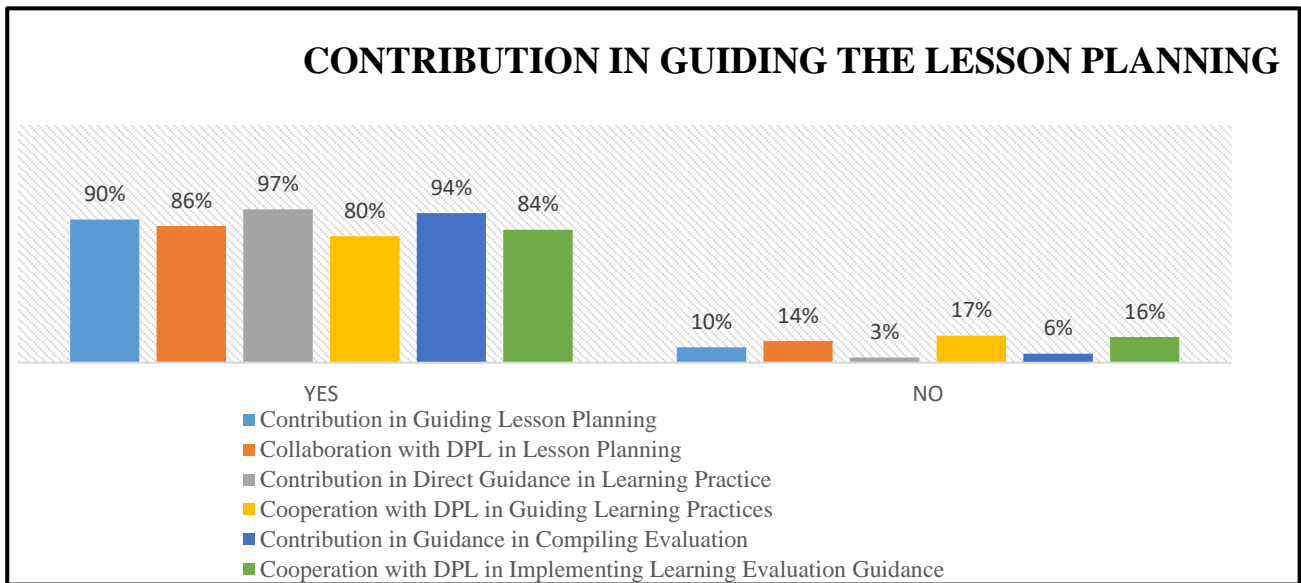


Figure 7: The Role/Contribution of Partners in the Teaching Assistance Program/Teaching Campus

Based on this data, the Teaching Assistance Program/Teaching Campus has a substantial contribution; on average, 90% have increased students' competence at the Islamic University of Malang in the program. Partners through tutors have a role in increasing student competencies, especially in developing learning competencies. Students are given guidance and assistance in preparing lesson plans, are directly involved in learning practices (as teacher partners in class), and are also assisted in preparing evaluation tools that involve students directly in these various processes. In addition, partners also work together and build exemplary communication with DPL in the mentoring process and monitor student progress. This study is in line with research (Burn et al., 2021), which drew data from nine 'research champions', who were teachers in schools that were part of the Oxford Education Deanery, a research partnership with university departments. Another study (Sumbodo et al., 2019) also found that partners (industry) have an essential role in improving student competencies

because partners are needed to increase student competencies. Partners also have a role and contribution in strengthening literacy and numeracy. This role can be observed through the following data.

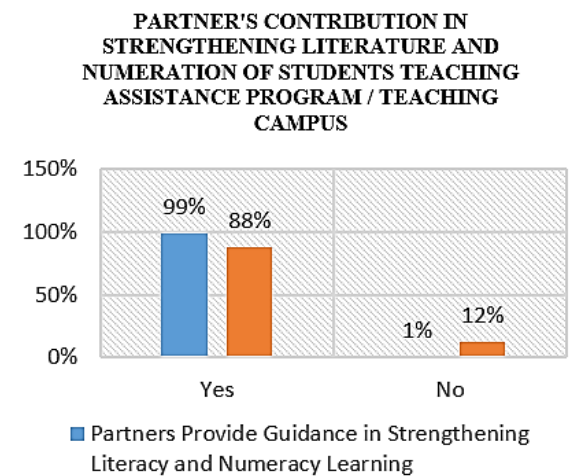


Figure 8: The Role of Partners in Strengthening Literacy and Numeration of Students in the Teaching Assistance Program/Teaching Campus

Based on these data, partners increase student competence, especially in strengthening literacy and numeracy. Partners provide intensive guidance in the process of strengthening literacy and numeracy. All partners (100%) provide intensive guidance to students in the program. Partners also maintain good communication and work closely with DPL in the process. A total of 88% of partners stated that they cooperated by involving DPL in the process. The results of this study are in line with research findings (Lechner et al., 2021) which show that adult literacy and numeracy are malleable throughout adulthood and may change even over a three to six-year period. This finding means that literacy and numeracy can be improved/changed through a supportive activity. The study results are also supported by the findings of this study (Pensiero & Green, 2018), which shows the contribution of the post-compulsory education and training system to the development of reading and numeracy skills in all OECD countries.

In addition to these two interests, partners also increase student competence in administrative and managerial efficiency in the Teaching Assistants/Teaching Campus program. Partners intensively guide students in improving administrative and managerial efficiency in the program. The following data support this statement.

PARTNER'S CONTRIBUTION IN IMPROVING ADMINISTRATIVE AND MANAGERIAL COMPETENCY FOR STUDENTS TEACHING ASSISTANCE PROGRAM / TEACHING CAMPUS

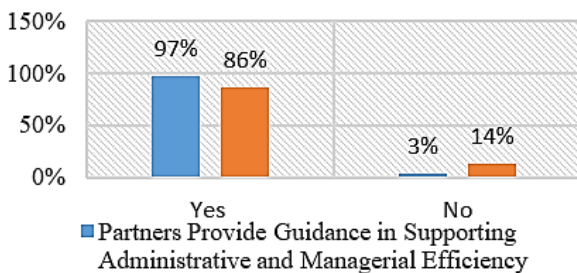


Figure 9: The Role of Partners in Administrative and Managerial Efficiency of the Teaching Assistance Program/Teaching Campus

The data shows the role of partners in improving the competence of administrative and managerial efficiency of the Teaching Assistance Program/Teaching Campus. 86% guide students intensively in improving school administrative and managerial efficiency competencies. A total of 85% of partners also stated that they had good cooperation with DPL in the process. The importance of school administrative and managerial efficiency

competencies is examined in this research (Dimopoulos, 2020). This study aims to introduce a model for assessing the results of educational leadership by considering the most critical stakeholders who influence it. The effectiveness of educational leaders is judged by academic competence and the results of operational tasks, including administrative and managerial tasks.

Based on the overall data, it can be concluded that partners have a role in increasing learning development competencies, strengthening literacy and numeracy, and administrative and managerial efficiency for students at the Islamic University of Malang Teaching Assistance Program/Teaching Campus. This is also shown by increased student competence after intensive technical guidance and direct involvement in learning activities, strengthening literacy and numeracy, and administrative and managerial efficiency.

As input for universities, several partners assessed that "there is a need for clearer socialization related to the Teaching Assistants/Teaching Campus program to provide more directed coaching or mentor students in the program". Several partners conveyed the lack of maximum socialization regarding the main tasks of the Teaching Campus program (students, DPL, and partners) so that many programs and objectives of the school were not known in detail and clearly. This sometimes results in less than optimal coordination between partners and DPL. If the coordination is not optimal, there will also be less than an optimal partner in improving the competence and program achievement of the Teaching Assistants/Teaching Campus program. Based on the responses received, in essence, socialization needs to be carried out thoroughly so that partners understand the direction and objectives of the Teaching Assistants/Teaching Campus program because some partners still have different perceptions about the program.

CONCLUSION

Based on the discussion, it can be concluded that partners view the Teaching Assistance Program/Teaching Campus as having significant benefits for learning development, strengthening literacy and numeracy, and administrative and managerial efficiency. In the program, it is also seen that students of the Islamic University of Malang have good competence, even very good in language competence, attitude competence, and competence in using technology, so that they are considered very helpful for schools. In addition, viewed from another perspective, the existence of partners has a significant role or contribution in developing learning development

competencies, strengthening literacy and numeracy, and administrative and managerial efficiency.

Partners submitted several suggestions to universities that administer the Teaching Assistance program/Teaching Campus to optimize this program further. It is better if the socialization related to this program is carried out more broadly and more clearly. Students should be sent according to the program or student's abilities or based on an analysis of school needs. This program is also expected to continue with a more significant number of students.

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