

# Increasing Graduates' Competence through Teaching Practices on Campus

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**Abstract.** Learning requires a long process and involves various aspects in it. On campus, student learning activities are adjusted to the learning objectives and profile of graduates as expected by the campus. Each campus - in this case the Study Program - has its own uniqueness in the process of forming a graduate profile that is tailored to the needs of the world of work, stakeholder input, and the development of entrepreneurship. Involving practitioners in teaching and learning activities for students at the Department of Indonesian Language and Literature FBS, State University of Medan is an attempt to improve student competence in order to synergize the achievement of competencies with practical work needs. This activity aims to 1) Improve student competence based on practical skills, 2) Provide new insights and skills that have not been fulfilled academically, 3) Generate projections for the world of work that will be occupied by students. The activity of increasing the competence of students of the Department of Indonesian Language and Literature based on teaching practitioners presents experienced practitioners in their fields. These fields include, 1) Entrepreneurship, 2) Journalism, and 3) Theater. In the field of entrepreneurship, the department invited Mutia Sukma who is the owner of Selling Literature Books from the City of Yogyakarta. In the field of journalism, the department invited La Ode Gusman Nasiru who is the editor of the Southeast Sulawesi Language Center. As for the theater sector, the department invited Iqbal H. Saputra, who is an artist and chairman of the Belitung Culture Service. Based on in-depth observations, these needs have indeed become basic needs for students of the Department of Indonesian Language and Literature to complete the academic needs that have been given in the Department. The increase in student competence will be measured using the basis of the effectiveness of increasing the value of several courses related to these activities.

**Keywords:** Learning, Practical work, Graduates

## 1 Introduction

Social, political and economic changes also demand changes in the field of education. As an institution, the university has a central role in providing education as well as practical skills that students can utilize after completing their education at university. Universities are also required to be able to synchronize student needs regarding the abilities that must be met in order to enter the world of work and the world of industry. The competency needs of students must be met to strengthen the university in producing quality graduates without reducing the specificity of the majors owned by students. Universities have a responsibility to change the future of students for the better

Preparing graduates with the expected skills is a challenge that must be immediately responded to and implemented. The Department of Indonesian Language and Literature is a major that produces graduates who are reliable in Indonesian language and literature skills. Of course, there are many job prospects in this field that can be achieved by every graduate, including becoming an entrepreneur in the language field and a journalist in print and electronic media.

So far, the Department of Indonesian Language and Literature, Faculty of Language and Arts, State University of Medan has provided and organized learning with Entrepreneurship Courses and Journalistic Language Courses as tangible evidence of preparing graduates who are ready to become entrepreneurs in the language field and become journalists. Entrepreneurship course aims to produce students who are competent in the field of business or entrepreneurship. The presence of this course is also an answer to the challenges of today's changing needs. The Journalism Language Course aims to produce competent students in the field of journalism.

However, majors have not been able to fully convince to achieve these job opportunities. This is because the learning process that is applied is still focused on the field of linguistics. Lack of teacher experience is also an influence on student learning outcomes.

Responding to the challenges above, the Department of Indonesian Language and Literature FBS State University of Medan formulated a form of learning activity attended by practitioners as resource persons to teach on campus. The presence of practitioners will help perfect teaching activities that are able to provide practical knowledge based on experience in the world of work. As a result, graduates who are born will be in accordance with the desired expectations.

## **2 Literature Review**

Based on the above understanding, it can be concluded that learning outcomes are results that have been achieved after participating in teaching and learning, these learning outcomes can be in the form of knowledge, understanding attitudes, and skills obtained through learning activities and programs in certain fields as indicated by test scores or value numbers.

According to Muhibbin Syah (2011:129) in general, the factors that influence learning outcomes are divided into two, namely internal factors and external factors.

**a. Internal factors, namely factors that come from within students and can affect learning outcomes. These factors include:**

- 1) Physiological factors, namely factors related to the physical condition of students.
- 2) Psychological factors, namely factors related to the psychological state or a person's soul. Such as intelligence, motivation, attention, interest, talent and readiness to learn.

**b. External factors, namely factors that affect learning outcomes that come from outside the students. These factors include:**

- 1) Family social environment, namely parental encouragement. Parents play an important role in the success of student learning.
- 2) The school environment, namely teachers, administrative staff and students' classmates.

### 3) Community environment.

The types of learning outcomes that are expected to be achieved by students are important for the teacher to know, so that teachers can design teaching appropriately and meaningfully. Each teaching and learning process success is measured by how far the learning outcomes achieved by students, in terms of the process. Learning outcomes are one part of the learning objectives that must be achieved. According to Gagne divides five categories of learning outcomes, namely:

- 1) Verbal information
- 2) Intellectual skills
- 3) Cognitive strategy
- 4) Attitude
- 5) Motor skills.

## **3 Method**

This research is action research or commonly referred to as action research. In accordance with the opinion of Davinson, Martinsons & Kock (2004) who said that action or action is part of the research method. Based on these opinions, it can be concluded that theory and practice must be integrated into the learning process according to the results of interventions that have been planned based on the context that has been diagnosed.

### **1. Diagnosing (diagnosing)**

Identify the main problems that exist to become the basis for groups or organizations so that changes occur, to improve student learning outcomes. At this stage, it will be done by distributing questionnaires and conducting field observations of students.

### **2. Make an action plan (action planning)**

At this stage, make a plan from the results of problem identification. By paying attention to the needs and conditions of students on learning outcomes, there will be practitioners to teach in the classroom.

### **3. Taking action (action taking)**

Practitioners will be invited to teach prescribed courses for one semester. This process will continue for the next semester's learning process.

### **4. Evaluating**

In this stage, evaluating the learning process and reviewing student learning outcomes after having practitioners in the classroom.

### **5. Learning (learning)**

This stage is the final part of the cycle. At this stage all the criteria in the learning principles must be studied, changes in the situation evaluated and reflected on the project results. The overall outcome is considered in terms of its implications for subsequent actions.

## **4 Result and Discussion**

All research activities have been completed. The core activity is in the form of a Teaching Practitioner webinar at the Department of Indonesian Language and Literature, FBS Unimed. The activity was held on Saturday 3 September 2022 by presenting three resource persons who are practitioners in the field of Indonesian Language and Literature. The activity also invited the Dean of the Faculty of Languages and Arts, Dr. Abdurahman Adisaputera, M. Hum. Teaching Practitioner webinar activity themed Implementation of Language and Literature Competence in the World of Work.

Webinars are held from 08.00 to 12.00 via the zoom application. The webinar was attended by all Indonesian Language and Literature Department students and lecturers. The main target of this activity is for students to understand what competencies are needed to become practitioners after completing the undergraduate level in the Department of Indonesian Language and Literature.

The first resource person, La Ode Gusman Nasiru, who is a language editing practitioner from the State University of Gorontalo, gave a presentation on material related to any competencies and tricks in living life as an editor. In his presentation, La Ode Gusman emphasized the importance of textual and contextual understanding in editing manuscripts. Without shrewdness in reading texts and contexts, surely students will not be able to become good and correct editors.

The second resource person is Iqbal H. Saputra who is an artist and Chairman of the Belitung Arts Council. As chairman of the Belitung Arts Council, the resource person gave an overview of how to bring the arts to life, especially in Belitung. The resource person emphasized that the purpose of life must be determined from now on. If you want to be an artist, then prepare yourself as well as possible. Understand the theory and put it into practice on campus life. Artists are people who practice based on the theory learned even though it is not necessarily obtained from the lecture bench.

The last resource person is Bambang Taufik who is a facilitator and assessor of the Driving School from Riau. In his presentation, the resource persons demonstrated the application of the independent curriculum, which is currently a new curriculum in the world of education in Indonesia. Naasource emphasized the importance of mastering the curriculum for a teacher. Students who attend are expected to have qualified competencies in the process of preparing and reviewing the curriculum.

The webinar was followed by a discussion session involving students. The webinar then ends with documentation. From this webinar, it is expected that students have competencies that should be in accordance with the fields that students will be involved in after graduating from the Department of Indonesian Language and Literature. That way, the quality of graduates from majors will be calculated and have high competitiveness compared to similar competitors.

The definition/meaning of the word 'practitioner' in the Big Indonesian Dictionary (KBBI) is executor: he is a business person. A practitioner is a person who is an expert in a field but he is engaged in the industrial world, the practitioner is clearly not a teacher, lecturer, or instructor. The practitioner is usually known as a 'pro' or 'professional'. The characteristics of a Practitioner are as follows:

1. Work on projects directly with flexible steps and without being stuck with the steps that exist in academic theory.

2. Always write reports informally, the important thing is that other people understand in reading the report.

3. Learn from theory and experience gained in the field, but more practitioners learn more from the field.

It can be concluded that practitioners will find it easier to go into the field in working on a project, practitioners are suitable to be team leads in a project because the advantage of the practitioner type is that they can quickly solve problems/troubleshooting quickly.

Teachers and practitioners are responsible for all educational issues as a whole. The world of practitioners recognizes the existence of structural levels such as supervision, managerial and so on. Education also follows the principle of a tiered hierarchy according to expertise and knowledge. What distinguishes the two is that practitioners are supervised by superiors, whereas in the world of education, for example lecturers, their performance is supervised by themselves. Lecturers must be able to manage all their time, thoughts and energy to be dedicated to the needs of students

Thus, the existence of practitioners as external factors to student learning outcomes will allow them to improve and help achieve learning objectives.

## 5 Conclusion

Policy research of the Department of Indonesian Language and Literature is currently in the final stage of implementing activities as well as reporting bills. This policy research is expected to have an impact on the competence of students majoring in Indonesian Language and Literature FBS Unimed. The presence of practitioners who transmit experience and competence will certainly fill the empty spaces that have not been filled by lecturers in the course.

This final report is made as a form of accountability for activities. Reportable invoices and expenses have been reported truthfully. All outcomes have been completed to the maximum in accordance with the provisions applicable to the research contract.

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