

Development of Coaching Model for the Selection of Outstanding Students Program (Pilmapres)

Marice¹, Tri Andri Hutapea², Irwansyah Siregar³

{maricefbs@unimed.ac.id, triandrihutapea@unimed.ac.id, irwansyahsiregar02@gmail.com }

Universitas Negeri Medan^{1,2,3}

Abstract. The problem in this paper begins with the fact that many students have not maximized their participation in the selection of outstanding students held annually at the university and national levels and the lack of direction given as provisions for students in participating in the program. For this reason, coaching must be provided by the University Leadership, Faculty to Lecturers and students through the Study Programs in each Faculty regarding the procedures and preparations for the Pilmapres. This study aims to develop a coaching model for the selection of outstanding students (Pilmapres) at Univeersitas Negeri Medan. This research is a development research with several stages, namely research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. The pilmapres assessment is based on the percentage achievement of cu, pi and bi values. The cu value is the superior achievement seen from the student's portfolio, the pi value is seen from the innovative product script, while the bi value is the English language ability value based on the English presentation video. The results of the coaching model that has been designed have produced 6 students who have passed the selection at the faculty level and will take part in the selection at the university level before the regional level selection.

Keywords: Coaching model, students, and the the selection of outstanding students.

1 Introduction

One of the development activities currently being carried out in higher education is improving the quality of human resources through structured planning, implementation, and evaluation. In addition to strengthening skills and knowledge, there are also two elements that must be possessed, namely hard skills and soft skills, because a combination of the two is very much needed, Sobara (2023).

The rapid advancement of information technology encourages students to be able to adapt by following developments, having strong motivation in learning, and participating in sustainable development. The policy initiated by the Minister of Education, Culture, Research, and

Technology encourages students not only to excel in academics, but also to become creative, innovative, highly competitive, and characterful individuals.

In this case, universities have a very crucial role in equipping students with the necessary competitiveness and competence. This is because currently the recruitment of workers not only requires fresh graduate graduates with academic knowledge as seen in high achievement index scores, but also other skills, Manara (2014).

From the statement above, universities are required to prepare a series of comprehensive and relevant curricular, co-curricular and extra-curricular programs according to needs with the hope of being able to improve human resources. In this regard, the National Achievement Center (Pusprenas) prepares technical policies, implements, monitors, evaluates, and reports various programs in the field of developing educational unit achievements through the Outstanding Student Selection Program (Pilmapres) as a vehicle to balance students' hard skills and soft skills and encourage universities to develop an academic culture that can facilitate students to achieve their achievements/achievements simultaneously.

In its implementation, there are several obstacles that have hampered the effectiveness of the Pilmapres Program so that the targeted goals have not been fully achieved. One of them is the lack of understanding of the activity procedures so that direction is needed in the form of coaching regarding the implementation of the Pilmapres. Based on the demands regarding the quality of college graduates and student preparation to participate in Pilmapres, Unimed students must be prepared as early as possible for the student coaching model towards the 2024 Pilmapres activities.

2 Literature Review

According to Yusuf (2023), training is an activity effort to obtain better results for planned activity patterns. Firdaus (2021:14) added that training is an action with the aim of progress, increasing growth, evolution of various possibilities, developing or improving an activity. It can be concluded that the definition of training is a process or way of coaching and perfecting a group of people or students for change in order to obtain good results.

There are three training sub-functions, namely the supervision sub-function (controlling), supervision (supervising), and monitoring (monitoring). The supervision sub-function is generally carried out on the program implementing institution. The supervision sub-function is carried out on the implementation of activities and the monitoring sub-function is carried out on the program implementation process. Thus, the training function aims to maintain and ensure that the implementation of the program is carried out consistently as planned (Sudjana, 2008: 9). Coaching process is an effort of actions and activities carried out efficiently and effectively to obtain better results, Coaching is an activity that maintains and perfects what already exists.

3 Methodology

This research includes development research by applying the stages of the Borg and Gall model (1983). This research is also called "research based development" which aims to improve mutual human resources through education. In addition to developing and validating educational

outcomes, this development research is used to develop a training model for the Unimed Pilmapres program that can increase the participation of Unimed students in academic and non-academic fields.

The design of the program for the process of developing the reasoning and creativity improvement program that will be carried out is presented in the following scheme:

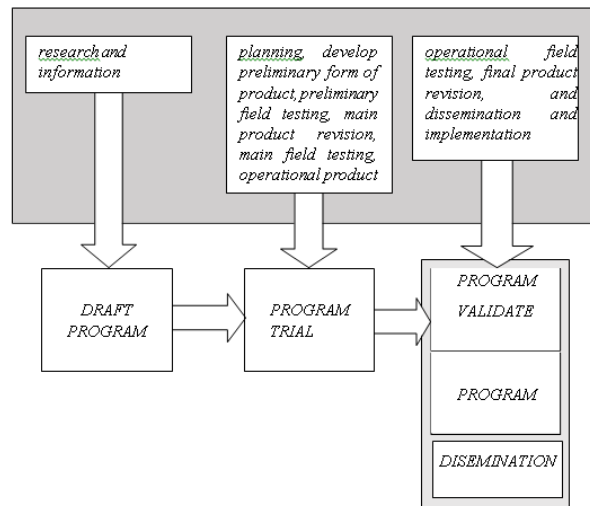


Fig. 1. Development stages

4 Result

At this stage, a series of preliminary activities were carried out as a reference in compiling the coaching model. This activity was carried out by giving a closed questionnaire to 50 students of Unimed in semester 4 to find out the students' needs related to the coaching model. The recapitulation results of the questionnaire are described in the table below:

4.1 Research and Information

At this stage, a series of preliminary activities were carried out as a reference in compiling the coaching model. This activity was carried out by giving a closed questionnaire to 80 students of Unimed in 3th and 5th semester to find out the students' needs related to the coaching model. The recapitulation results of the questionnaire are described below:

1. As many as 95.3% of students are interested in becoming part of outstanding students
2. Some of the efforts they have made to become outstanding students include participating in competitions, joining organizations, being active in activities on and off campus, and others.
3. Students stated that the achievements they achieved while studying are useful for the future, such as for the world of work when they graduate, and also to enrich their CV.

4. As many as 85% of students stated that they knew about Pilmapres.
5. Students stated that they got information about Pilmapres through:
 - a. Brochures/Flyers: 37.6%
 - b. Social media: 35.3%
 - c. Lecturer's instructions: 20%
 - d. Others: 7.1%
6. Students stated that they were interested in participating in Pilmapres for various reasons, such as more open career opportunities in the future, as a forum to contribute, being able to measure and improve self-quality, gain experience, and others.
7. As many as 51.8% of students stated that they did not participate in the socialization from the study program/faculty regarding Pilmapres.
8. As many as 71.8% of students stated that the Faculty/Study Program directed them to prepare themselves to register for the Pilmapres.
9. As many as 49.4% of students stated that there was no guidance or assistance in preparing to participate in the Pilmapres.
10. As many as 32.9% of students stated that they were not well facilitated by the Faculty/Study Program in preparing for the Pilmapres registration.
11. As many as 82.4 students stated that the Study Program/Faculty could provide good information regarding the Pilmapres?
12. As many as 76.5% of students stated that the Study Program/Faculty helped in overcoming obstacles in preparing for the Pilmapres?
13. As many as 47.1% of students stated that there was no special provision or training that had been provided to hone student achievement in academic and non-academic fields as provisions for participating in the Pilmapres.
14. As many as 48.2% of students stated that according to them the requirements for participating in the Pilmapres were too difficult.
15. Some suggestions given by students related to the coaching of Pilmapres are that the campus facilitates its students in the process of participating in Pilmapres, conduct comprehensive and more intensive socialization so that more students get to know Pilmapres as early as possible so that their preparation is also more mature, and access to information about Pilmapres is improved.

In this stage, the first step is to create a flowchart of the flow of levels of selection of outstanding students. The described coaching model scheme must represent the selection stages starting from the delivery of information from the center, selection at the study program level, faculty level, selection at the university level, to selection at the regional level, as in the framework below:

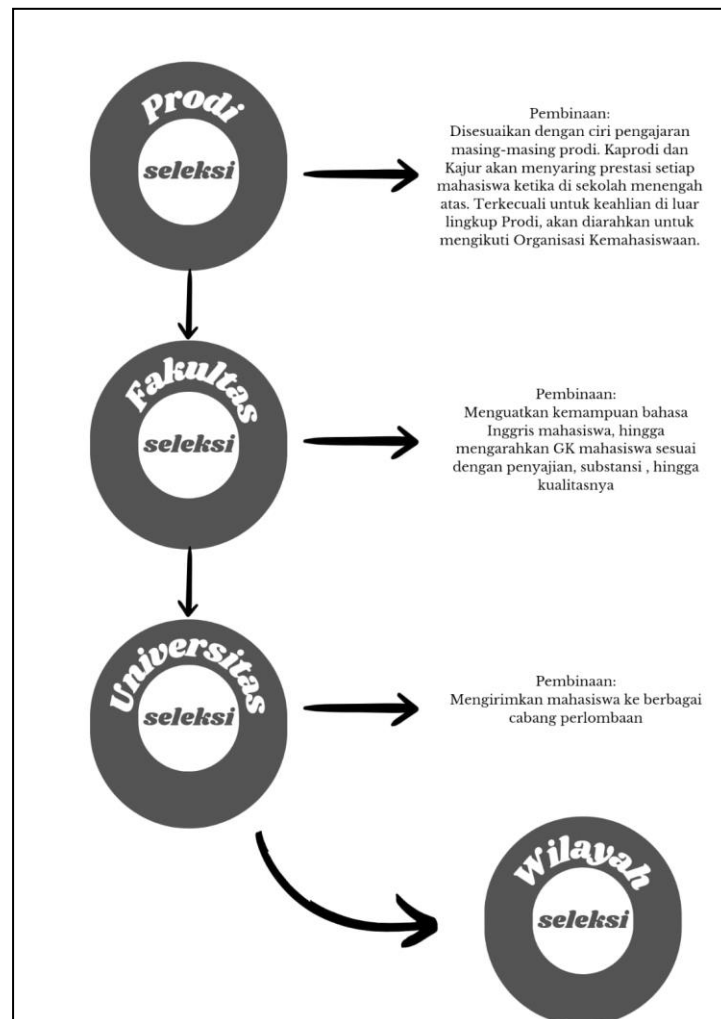


Fig. 2. Coaching Model for the Selection of Outstanding Students Program Draft

4.3 Program Trial

The trial of the coaching model is intended so that students understand the procedures, requirements and things that must be prepared at each stage of the selection. In this activity, the categories of achievement that can be considered are also explained, namely:

1. Reasoning

Coaching in the field of reasoning is an effort to develop intellectual and sharpen students' critical thinking so that they have an intellectual attitude as well as become part of their personality. This is in accordance with the nature of human life as a thinking creature. Reasoning coaching activities consist of: student research, scientific discussions, seminars, workshops, campus and student press publications, scientific journals, scientific writing competitions, innovative productive scientific writing competitions, English debates, student creativity programs and others.

2. Interests and Talents

Students of Unimed have heterogeneous backgrounds, this can be seen in the pattern of coaching their interests, talents and hobbies. Interests are psychic drives or motives that cause someone to feel happy about everything they are interested in. Interests also describe the aesthetic image of taste which then becomes part of each person's personality. Hobbies are a form of expression of interest. A person feels happy and satisfied when he does an activity that he really likes. Interests, talents and hobbies are psychological needs that need to be fulfilled, so they require a pattern of coaching and direction to become positive potential that supports students' academic achievements.

Discussion

Activity units in the fields of interest, talent, and hobbies for students of Universitas Negeri Medan include:

- 1) Sports Activity Units: Football, Chess, Badminton, Volleyball, Table Tennis, Basketball, and others.
- 2) Self-Defense Activity Units: Tapak Suci, Setia Hati Teratai, Tae Kwon Do, Inkado (Forki), and others.
- 3) Arts Activity Units: Music (Band), Photography, Theater, Choir, Literature and Language, Painting and Caricature, Dance and Karawitan, Film, and others.
- 4) Special Activity Units: Student Regiment, Nature Lovers Student Division, Indonesian Red Cross Volunteer Corps, Scouts (Prajamuda Karana), and others.

After going through several coaching socializations with 80 students from semesters 3 and 5, the results showed that the number of students who had been prepared to register for Pilmapres next year was 63 students.

This is classified through the assessment standards by the Ministry of Education and Culture from the aspects of superior achievements, creative ideas, and English language skills. The Pilmapres assessment is based on the percentage of CU, GK and BI scores. The CU score is the result obtained while being a student, either from intracurricular, co-curricular, or extracurricular activities.

The GK score is a scientific work that is an independent and original writing (not a plagiarized work) that has never been included in a competition at any level except in the Pilmapres series in that year and has never been published. While the BI score is the English language ability score based on an English presentation video. The percentages for each are:

Cu: 45%

Gk: 35%

Bi: 20%

When the coaching takes place, the students are also given details about the Pilmapres assessment system through percentages that are accumulated with scores that are totaled with numbers according to the assessment rubric. The total score of students obtained from cu, pi and bi is then categorized based on the range of values obtained by students. As many as 69 out of 80 students obtained values above the percentage. In terms of effectiveness, 86.2% of students obtained a percentage above 70% which has met the requirements, namely 69 students.

Furthermore, the overall average value of the lecturer's ability to guide students in participating in the pilmapres program is 3.73. This average value, if referred to the criteria for determining the level of lecturer's ability to guide students that have been determined previously, can be concluded that the level of lecturer's ability to guide is in the good category.

Conclusion

References

- [1] Borg, W. R. dan Gall, M.D. (1983). Educational research An Introduction. New York: Longman. Direktur Riset dan Pengabdian Masyarakat Kemenristekdikti. 2015. Pedoman Program Kreativitas Mahasiswa.
- [2] Firdaus, Jonathan. 2021. Prosedur pembinaan masyarakat. Yogyakarta: Uvindo

- [3] Thoha, Mitha. 2020. Hakekat Pembinaan. Semarang: ISA Grafika.
- [4] Sobara, iwa. 2023. Kombinasi Hard Skills Dan Soft Skills Untuk Kesuksesan Program Asistensi Mengajar. Universitas Negeri Malang. Conference: Seminar Nasional Pendidikan dan PembelajaranAt: Universitas Negeri Malang. Volume: 1.
https://www.researchgate.net/publication/376266498_kombinasi_hard_skills_dan_soft_skills_untuk_kesuksesan_program_asistensi_mengajar
- [5]Manara. 2014. Hard Skills dan Soft Skills pada Bagian Sumber Daya Manusia di Organisasi Industri. Jurnal Psikologi Tabularasa Volume 9, NO.1, APRIL : 37-47. Fakultas Psikologi, Universitas Merdeka Malang
- [6] Yusuf, Muhammad dan Hendra,Robi. 2023. Pelatihan Dan Pengembangan Sumber Daya Manusia (SDM) Berkelanjutan. Volume 2 No.2. Jurnal Pengabdian masyarakat
- [7] Sudjana, D. (2008). Evaluasi Program Pendidikan Luar Sekolah.pdf (I. Taufik (ed.); Cetakan Ke). PT Remaja Rosdakarya