

English Students' Teaching Experience Joining AIESEC Exchange Program in Practicing Teacher Competences (A Case Study of Exchange Participants of AIESEC in Untan Year 2018-2019)

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ABSTRACT (calibri 10 bold uppercase)

This research aimed to describe the experience of the exchange participants in practicing their teaching competencies through practical experience and teaching abroad. This study used qualitative research. The data were collected using a questionnaire and continued by interview. There were three exchange participants from the English Education batch 2015 and 2016 students in this research. They went to Malaysia in 2018-2019 and did a teaching project in one of the AIESEC programs called Global Volunteer. The result of the study showed that the exchange participants' experiences were relevant to practicing teaching skills. Therefore, the Global Volunteer program could be a place for English Students who want to practice their English skills and teaching competencies.

Keywords: Teacher Competence, AIESEC, Teaching Experience

INTRODUCTION

Teachers hold the essential points in developing or enhancing students' activity. The teacher is responsible for the teaching and learning process to create an effective, creative, and innovative ecosystem in the classroom. Therefore, teachers can build an active situation in the school. To get the expected result in students' achievement, it needs a teacher with a set of competence can boost the students' potential. According to Fauth et al., (2019), teachers' professional competence matters for student development. Teachers must unleash their skills to complete the competence set by a nation.

In fulfilling the goals, the teacher not only demands to master the subject but also has the skill to manage educational activities. Teaching is challenging; teachers must keep aware of the changing times and remain relevant. Certain competencies cannot be obtained only with theory but through practical experience. The lecturer gives the students their knowledge to prepare the students to be great teachers. However, students need an exposure environment to get used to interacting and teaching in English on a daily basis. To

get that exposure, students must be fully active in finding the right place to learn, including following the programs that have the purpose of developing and supporting leadership in people. Out of many programs existing, Universitas Tanjungpura has an organization called AIESEC.

AIESEC is an international organization focusing on youth leadership development and is present in more than 120 countries. The vision of Aiesec is "We strive to achieve Peace and Fulfillment of Humankind's Potential" by providing a cross-cultural exchange experience abroad. Gross (2014) stated that AIESEC was initially created to break down cultural barriers after World War II. AIESEC's mission is to develop leaders because that is the fundamental solution to achieving the vision by providing practical experience in challenging environments. Way before a teacher can be an example and a leader for their students, they need to work on their teaching skills. This exchange experience will help the participants increase and develop their teaching competencies by participating in real experiences provided by AIESEC that focus on leadership and social issues, more importantly, education.

AIESEC in Untan was established in 2013 and brought the Global Volunteer program to be a place to elevate the youths' potential. Global Volunteer is a volunteering program for 6-8 weeks abroad. The program aims to deliver a cross-cultural exchange experience to the youth or students at Universitas Tanjungpura by supporting seventeen points of the Sustainable Development Goals initiative by the United Nations. The requirement of Global Volunteer is youth aged 18 to 30 years old. The researcher chose Global Volunteer to discuss in this research because of the practical experience that the exchange participants get. Interacting and teaching students of different nationalities must be given exchange participants unusual experiences that make it stand out from any other volunteer program.

The research topic is English Students' Teaching Experience Joining AIESEC Exchange Program in Practicing Teaching Competences, which provides practical experience in challenging environments. Go out of their comfort zone, such as meeting and dealing with new friends, living in another country, and observing the culture while doing volunteer activities following the schedule provided by Aiesec members. The researcher found three students from Universitas Tanjungpura who participated in the Global Volunteer program. The exchange participant chose the project in Malaysia supporting sustainable development goals, number four, Quality of Education, intending to help and teach students in Malaysia.

There has yet to be any previous research about teaching experience in practicing teacher competence related to AIESEC. Still, few kinds of research have been done on teaching experience and teacher competence. The researcher found research exploring the professional competence of English teachers by Amalia (2020). The study explained what it looks like to be an experienced English teacher and the challenges teachers face. Another study showed that teaching practice could impact the teacher's professional skills and development. From the previous studies, it can be concluded that the research has a similar topic about teaching experience and teacher competence.

This research discussed the experience of the exchange participant in practicing their teaching skills through the AIESEC program. These three participants already learn the basics of English Education and how to deliver material, but they haven't practiced their teaching skills. This research filled the gap by describing the exchange participants' journey in practicing their teaching skills. Hence, the researcher wanted to know how the exchange participants practiced their teaching skills, with the title English Students' Teaching Experience Joining AIESEC Exchange Program in Practicing Teacher Competences (A case study of exchange participants by AIESEC in the Untan year of 2018-2019)

METHOD

This research was conducted using a descriptive way that leads this research to describe the teaching experience that the exchange participants had in practicing teacher competence. This research will use the qualitative approach. According to Gerring (2017), qualitative is expressed in natural language and employs small samples. Qualitative often focuses on particular individuals, events, and contexts, lending itself to an idiographic style of analysis. Qualitative researchers learn participants' knowledge and practices.

The method that the researcher chooses to determine the participant is purposive sampling. Therefore, according to Uwe (2009), purposive sampling is a deliberate choice due to the participant's qualities. The participants should have the necessary knowledge and experience of the issue or object at their disposal for answering the questions in the interview. The participants' criteria selected are: Exchange Participants of Global Volunteer in AIESEC in Untan year 2018-2019 and Exchange Participants from the English Education student and finished the Global Volunteer program for six weeks. The participants were English Education students.

The researcher implemented the in-depth interview in conducting the research. In-depth qualitative interviewing meant face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words (Taylor et al., 2016). The techniques of data collection in this research were a questionnaire and an interview. The purpose of the questionnaire in this research was to ask whether the participants experienced the point being asked or not. The researcher used close-ended questions. The questionnaire result helped the researcher elaborate on the interview result. The data analysis adapts the theory of Miles, Huberman, and Saldana (2014), which consists of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing, and verification.

FINDING AND DISCUSSION

1. Pedagogic Competence

Pedagogic competence is the first competence mentioned in teacher competency development. Pedagogic competence itself is several skills that a teacher should own. This competence has seven indicators that the participants had to answer. The three

participants showed that they had different answers to each indicator. B responded "Yes" to the seven indicators. H said "No" to one indicator; curriculum development, while E chose two; communication with students and assessment and evaluation. These answers indicated that the participants went through those indicators while joining the project and showed how the project was relevant to teacher competency development. The result of the questionnaire on pedagogical competence by participants can be follow:

Tabel 1. Pedagogical Competence

No.	Competence	H		E		B	
		Yes	No	Yes	No	Yes	No
1.	Mastering the characteristics of students	√		√		√	
2.	Mastering learning theory and the principles of educational learning	√		√		√	
3.	Curriculum development		√	√		√	
4.	Education Learning Activities	√		√		√	
5.	Developing potential students	√		√		√	
6.	Communication with students	√			√	√	
7.	Assessment and Evaluation	√			√	√	

Mastering The Characteristics of The Students		
H	E	B
Students are visual learner; they enjoyed the material with pictures or video	Students need practical experience; learning by doing	Students likes the physical activity; games and teamwork
Mastering Learning Theory and The Principles of Educational Learning		
H	E	B
Used seminar method, it had an opening, main and closing activities.	Used teamwork methods and Total Physical Responses (TPR) in learning activities.	Used Total Physical Responses (TPR) integrated with all skills in learning activities.
Curriculum Development		
H	E	B
-	E was provided with a syllabus and a book from the school. Develop all the material using other references found on Google.	B was provided with some books from the school. Create and develop simple lesson plans with other books as references to create activities.
Education Learning Activities		
H	E	B
Relaying the crumpled paper using the song that contains a topic to discuss	Singing a song and looking for the tenses from the lyrics (dissecting the lyrics)	Doing role-play to describe the words given to their groupmates
Developing Potential Students		
H	E	B
From the previous activity mentioned; relaying the crumpled paper using the song that contains a topic to discuss.	The way students responded to the material.	Through interacting and sharing with students.
Communication with Students		
H	E	B
Approached students after the session was over	-	Create interaction with students in teaching-learning activities.
Assessment and Evaluation		
H	E	B
To be careful and pay attention to details.	-	To be interactive in teaching and vary the way to teach.

2. Personal Competence

Personal competence has three indicators. Based on the questionnaire, H and E answer “No” to the last indicators: work ethic, high responsibility, and pride in being a teacher. B agreed to all the indicators. In this competence, the exchange participants shared their stories about their journey and linkage to the indicators point. The result of the questionnaire on personal competence by exchange participant can be found as follow:

Tabel 2. Personal Competence

No.	Competence	H		E		B	
		Yes	No	Yes	No	Yes	No
1.	Acting in accordance with the norms of religion, law, social and national culture of Indonesia	√		√		√	
2.	Mature and exemplary personal shows	√		√		√	
3.	Work ethic, high responsibility, pride in being a teacher		√		√	√	

Acting in accordance with the norms of Religion, Law, Social, and Culture		
H	E	B
They got along well because H observed and adapted well with other exchange participants.	Often interacted with foreigners, was not surprised by them.	Tried to accept the situation and started communicating with another exchange participant
Mature and Exemplary Personal Show		
H	E	B
H had a lack of confidence, but H arranged the material correctly.	E class (time) had a lot of games rather than the material to deliver to the students.	B needs to be interactive in teaching and improve the way to teach, also how to handle and face the students when things are out of control.
Work Ethic, High Responsibility, Pride in Being a Teacher		
H	E	B
-	1. Prepared the materials for the next class.	1. Prepared the material, quizzes, and activities for the next class. 2. Beside delivering material, B also help students in extracurricular activities, and supervise the exams.

3. Social Competence

Social Competence is essential for the teacher to have. The power of this competence is being able to influence people in an enormous scope, to do something purposeful and impactful. This competence has two indicators, and the participants answered “Yes” to all indicators. The result of the questionnaire on social competence by exchange participant can be found as follow:

Tabel 2. Social Competence

No.	Competence	H		T		B	
		Yes	No	Yes	No	Yes	No
1.	Be inclusive, act objectively, and not discriminate	√		√		√	
2.	Communication with fellow teachers, education staff, and the community.	√		√		√	
Be Inclusive, Act Objectively, and Not Discriminate							
H		E		B			
1. No special treatment to students, but always provide answers to students' curiosity. 2. Encouraged, guided, and helped the students talk by asking simple questions.	1. Tried to be more proactive in approaching the student and used outside-of-teaching hours to recall the material. 2. E made himself available to students to ask about words they didn't know.			1. Tried to approach the students and build a personal relationship. 2. Grouped and mix the students from superior to standard capabilities and encourage the student to get involved in every activity held.			
Communication with Fellow Teachers, Education Staff, and The Community							
H		E		B			
1. Discussed and brainstormed many things, including creating the session and sharing its progress. 2. – 3. Developed personal interactions by interacting and sharing each other's social media accounts.	1. Discussed a lot about the naughty ones and asked the suggestion from the teacher about ways of teaching them. 2. Delivered the progress after the lesson, making sure the students understood. 3. E had casual interactions and talking about the daily life of the school day.			1. Shared the way of teaching and even discussed how to control the volume of voice in the class. 2. Delivered the students' progress usually from the daily activities or assignments. 3. Talked and shared about the cultures and foods, and other differences.			

4. Professional Competence

Social Competence is essential for the teacher to have. The power of this competence is being able to influence people in an enormous scope, to do something purposeful and impactful. This competence has two indicators, and the participants answered “Yes” to all indicators. The result of the questionnaire on social competence by exchange participant can be found as follow:

Tabel 2. Professional Competence

No.	Competence	H		E		B	
		Yes	No	Yes	No	Yes	No
1.	Mastery of material structure concepts and scientific mindset that support the subject taught.	√		√			√
2.	Develop professionalism through reflective action.		√		√		√
Mastery of Material Structure Concepts and Scientific Mindset that Support the Subject Taught							
H		E		B			
It was hard to teach the students to speak up and share their opinion confidently because H lacked confidence.		E could understand the material, still, the difficulty was delivering the material to students.				-	
Develop Professionalism through Reflective Action							
H		E		B			
Used PowerPoint, videos, and played music or song		Used PowerPoint, videos, and played music or a song.			Used PowerPoint, and videos.		

DISCUSSION

In this part, the findings were thoroughly taken by participants’ perspectives and perceptions from the interview result. Based on the findings, the researcher asked about the participants' teaching experience based on teacher competence. The researcher also asked about what they felt and went through in their teaching experience on the project in practicing teacher competence. The three exchange participants had different answers to the question, especially about the experience and how they handled the obstacles in each competence.

In the first competence, the pedagogic, H and E, did not experience all the seven indicators that were being asked. H's project was focused on increasing students' confidence to speak up. H did not experience how to create a lesson plan based on the syllabus or books given by the school. Meanwhile, E did not experience two indicators of pedagogic competence because he never got a chance to do so.

In the personal competence, three indicators were asked. B experienced all that, while H and E did not experience one indicator: work ethic, high responsibility, and pride in being a teacher. For the H and E cases, their project details differed slightly from B. H moved to another school each week, and E was in a big orphanage. The researcher noticed that the three participants did not experience or contribute to the school goals due to their limited time in the experience. On the other hand, the exchange participants develop their personal competence through an open mind and sharing each other's experiences, especially in teaching with other colleagues.

For social competence, only H did not get to deliver the progress or obstacles the students faced to the master teacher. It happened because H's main project only focused on creating awareness and encouraging the students to speak up. Based on the findings, the researcher considered that the three participants experienced or fulfilled social competence by being approachable to the students and creating communication with other colleagues and education staff.

Based on the questionnaire and the interview result for professional competence, the three participants did not experience reflecting using a journal or notes on a daily basis. They shared the same answer because they did not know or notice that it was essential to self-reflect after the teaching-learning activities. Interestingly, in the mastery of the subject, B did not experience that. In the interview, she said she never had a time when she thought the material was challenging; everything went well for her. In this experience, the exchange participants utilized technology, using PowerPoint, videos, songs, and games from the internet were helped to create a good atmosphere in the classroom.

Based on the findings, the three participants got to practice teacher competence through teaching experience by joining the AIESEC Exchange program. With the time limitation of the project, H, E, and B got to learn teacher competence by directly participating in teaching the students. From the Global Volunteer program, the participants developed their teacher competence unconsciously. These competencies combine soft and hard skills. The participants became solution-oriented and self-aware by learning from practical experience in a challenging environment, as AIESEC's aim. The participants met people from abroad and tried to have an impact by joining a voluntary project. By doing so, H, E, and B developed or expanded their circles by being world citizens who cared for others' issues and tried to empower others to be better for their surroundings.

However, the exchange participant was also an English student, showing an effort to implement what they have learned regarding the material and activity. The exchange participants learned and practiced teacher competence during teaching-learning activities with the students.

CONCLUSION

Based on the findings, the researcher recognized that the exchange participants' experiences were relevant to practicing teacher competence. Through the exchange participants' interview results, the researcher can conclude that the Aiesec program could give the exchange participants practical experience to enhance their teacher competence. This can be seen from the result, wherein the table of each teacher's competence (pedagogical competence, personality competence, social competence, and professional competence). The exchange participant described their teaching experience, creating material and classroom activities, engaging the students to learn, create a fun atmosphere to learn English.

From the teaching experience, pedagogic competence and social competence are the most answered by the exchange participants. For the pedagogic competence, exchange participants shared their teaching experience related to seven indicators that were asked. The three of them try to implement what they have learned before on campus. They noticed the learning characteristics that the students have, and consciously improved their teaching skills by practicing in the classroom and receiving feedback from students and colleagues. For social competence, they got to learn and knew how to communicate and handle the class practically. The exchange participants here were trained to develop their empathy by giving attention, engagement, and help to the students based on their needs.

Meanwhile, the exchange participants did not fulfill personal and professional competence enough. However, in personal competence, the exchange participants develop their personal competence through an open mind and sharing each other's experiences, especially in teaching with other colleagues. Fortunately, in professional competence, the exchange participants learn to utilize technology as a medium to teach the students.

In conclusion, the participants consciously felt developed after the journey ended, especially when they continued their study. B said the experience was related and helped her in micro-teaching class, especially from pedagogic competence. Also, H and B felt easier doing PLP2 in their 7th semester. H said her experience helped her gain confidence in socializing with colleagues and students. The three participants now work as teachers and tutors in the education field. The participants treasure their exchange experience because it helps them face unexpected obstacles. It is undoubtedly a good thing to exchange participants before they continue to learn on campus and become professional teachers in the future

SUGESTION

Based on the conclusion above, the researcher would like to suggest several points connected to the result of this research. This research was conducted to describe English students' teaching experience by joining the Aiesec program in practicing teacher competence. In this part, there were several things the researcher wanted to suggest. For the exchange participants, it was essential to research the background of the country visited, especially the type or the characteristics of the school and the students. It is important to have mental preparation before visiting or living in another country, even

though they are not much different. The exchange participants must be aware of the obstacles and challenges and be more open to any other perspective. The future researcher can try enlarging the sample size and not only focusing on three students who went to the same countries. This study has an interesting topic to be discussed more in the future. This research is far from perfect. This study has a broad topic, so it would be many phenomena that future researchers can discuss. The researcher hopes that the next researcher who chooses similar research will discuss it more deeply and better.

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