

Exploring Students' Teaching Experiences through the PMS-MBKM Program (Teaching at School-Emancipated Learning Emancipated Campus)

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ABSTRACT

This study is aim to find out the students' teaching experience through the PMS-MBKM program (teaching at school-emancipated learning emancipated campus) in teaching activities, technology adaptation activities, and school administration activities. This research employed a qualitative method with phenomenology approach that consists of 6 participants of English Education Study Program, Universitas Negeri Gorontalo, who participated in the first batch of the PMS-MBKM program in 2022. The data collected through semi-structured interviews with interactive model analysis. The findings showed that several themes from the interview. They were the experiences to teaching activities, technology adaptation activities, and school administration activities. This research is expected to be useful for knowing the extent of the students' development during the Teaching Campus program. In addition, this research can be used as a reference for the implementation of the next PMS-MBKM program.

Keywords: *Students' Teaching Experience, Independent Learning-Independent Campus(MBKM), Teaching Program at School(PMS)*

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INTRODUCTION

The educational environment usually adapts to the times. Developments in the field of education currently come from a variety of government-created educational initiatives to better society and develop qualified human resources who can subsequently compete in the current global economy. Quality education not only shows that a country has a strong educational foundation, but it also produces quality human resources.

The program created by the government to support quality education through the Emancipated Learning-Emancipated Campus(MBKM) is the Teaching Program at Schools (PMS). This has become the government's flagship program in addressing current issues in higher education, namely employment and the relevance of graduates to the world of work (Antoni et al., 2022). This requires higher education to be able to adapt by supporting the implementation of MBKM, including the Teaching Campus Program, in order to prepare prospective professional educators (Suwandi, 2020).The implementation of the MBKM

Program has an impact on improving experiential learning in shaping students' hard skills and soft skills (Apriliyani et al., 2022). Students' soft skills have a positive and significant effect on their work readiness (Hulu & Rozaini, 2020).

The program aims to allow students to learn and develop themselves through activities outside the classroom, also supporting schools in delivering optimal education services to all students at the elementary school, junior high school, and senior high school as well as across cities/villages in Indonesia (Makhfuza & Hardian, 2022). Students interested in attending campus teaching programs are selected by the Ministry of Research, Technology, and Higher Education. The students who have been selected will be guided by various competent authorities to be placed and assist in the learning process at the selected schools available in their area (Suwanti et al., 2022). In addition to helping the learning process, students also support schools in other aspects, such as the transfer of technology in the form of learning media and the administration of classrooms and schools, so that they can give students a real learning experience (Adellia et al., 2020).

Universitas Negeri Gorontalo(UNG), an institution of higher education in Indonesia, should be able to prepare its students to become competent graduates who are willing to actively contribute to building a nation and become valuable citizens of the world. It continues to innovate by adapting development direction to transform itself into a superior university, fostering regional innovation. Based on the Decree of the Rector of UNG Number 903/UN47/HK.02/2020 on the Guidelines for the Implementation of Independent Learning-Independent Campus (MBKM), the MBKM program at the University has been in place since 2020. It has been implemented by the Study Program in UNG Environment, which aims to prepare graduates for the workforce and enter the world of work. With this policy, it is hoped that universities will be able to improve the competence of their graduate students, both soft skills and hard skills so that they are in line with the needs of the times which are so rapidly experiencing social, cultural, the world of work, and technological advances (Setiawan, 2021). The Teaching Program at School (PMS) is the learning activities that can be carried out inside the study program to accomplish this goal (Kemdikbud, 2020).

The teaching Program at Schools (PMS) is one of the forms of MBKM learning activities that allow students to learn directly from the real world by practicing experiential learning. Teaching activities at the School include the planning, implementation, and evaluation of education, and the development of schools, both intra- and extracurricular. The process of teaching at school involves an assortment of parties, including students, study plans, and partner educational institutions. Furthermore, by participating in this program, students can explore as much knowledge as possible to prepare for the future and also develop their skills to their potential (Nur&Kurniawati, 2022). Universitas Negeri Gorontalo students can participate in teaching activities in educational environments, including elementary school, junior high school, and senior high school. Schools with flexible placement options include those near the student's neighborhood as well as those in the lagging, leading, and remotest areas.

The English Education study program, Universitas Negeri Gorontalo has implemented the MBKM Teaching Program at School (PMS) in the year 2022 at the coastal area of

Tomini Bay, Boalemo, and Pohuwato Regencies, Gorontalo Province. Students who participated in this program are divided into groups and accompanied by field supervisors who have been placed in schools in Boalemo and Pohuwato Regencies. This is a new learning experience for students, real learning experiences in educational units, and real challenges in the world of education and student activities outside the classroom are new things that students encounter in the learning process through teaching campus programs. This created a new perception for students about theory and practice in the field in the world of work, especially in schools.

Therefore, the researcher is interested in exploring more deeply the students' experiences during their participation in the Teaching Program at Schools (PMS) through the Independent Learning–Independent Campus (MBKM) program. In this research, only focused on students' teaching experiences through the PMS-MBKM program in Teaching activities, Technology Adaptation Activities, and School Administration Activities in the English Language Education study program at Universitas Negeri Gorontalo who had participated in the first batch of the PMS-MBKM program. The goals of this research are to find out the students' teaching experience through the PMS-MBKM Program.

The contribution of this research is expected to contribute theoretically and practically. In terms of theoretical contributions, this research can be useful for other researchers in providing an overview of the Exploration of the Teaching Experience of English Majors during the PMS-MBKM Program. The researcher also hopes that other researchers will evaluate, revise, reconstruct, or modify this research and conduct similar research with different forms, places, and purposes. In addition, practically, this research can be useful for students to provide an overview of the PMS-MBKM Program, especially for students who will participate in the program. For the English Education Study Program, this research is expected to be useful for knowing the extent of the students' development during the Teaching Campus program. In addition, this research can be used as a reference for the implementation of the next PMS-MBKM program.

METHOD

The entire series of this research was carried out based on qualitative phenomenology approach. Method According to Creswell(2013) phenomenology study is the common meaning for several individuals of their experiences of a concept or phenomenon. Creswell(2009) states that in phenomenological research the researcher identifies the essence of human experiences about a phenomenon as described by participants. The study using a phenomenological approach attempts to explain the meaning of several people's life experiences regarding a concept or phenomenon, including their self-concept or view of life (Kuswarno,2007). In this research, the writer used some techniques to analyze the data as the interactive model analysis technique Mlles and Huberman, (1994). Based on the explanation, this approach is very suitable for exploring student teaching experience through the PMS-MBKM program.

The participants in this research are 6 students in the English Education Study Program, Universitas Negeri Gorontalo, who participated in the PMS-MBKM program in

2022 because they were the first batch of students to participate in this program. All of the participants were given a pseudonym in the form of a code such as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), Participant 5 (P5), and Participant 6 (P6). The object of this study is students' teaching experiences through the PMS-MBKM program.

The instruments used in this study were interview and documentation guidelines. The interview will be conducted to obtain information in the form of knowledge about English Department students' opinions, experiences, and personal ideas related to this research. According to Cresswell (2012), there are three kinds of interviews, they are face to face, telephone, and group interview. This research used face to face and telephone interviews according to the situation when the research was conducted. In conducting the interview, the researcher needs to listen carefully and record what is stated by participants. The length of each interview is around thirty minutes for each interview. While the documentations a collection of data that provides information or evidence related to the research.

FINDING AND DISCUSSION

RESEARCH RESULT

The results of the research about exploring students' teaching experience through Teaching Program at School (PMS) in Independent Learning-Independent Campus (MBKM). Based on findings, the first table of this research is teaching experience of the participants through the PMS MBKM program. This teaching experience is a series of practical activities carried out by participants in delivering learning materials to students in an educational environment. Based on the results of interviews that have been conducted, the researchers found that several activities result from teaching experience at PMS-MBKM program and then divided them into several sub-themes, which are presented in the following table :

Table 1. Teaching Experiences Through the PMS-MBKM Program

Theme	Sub-themes
Teaching experiences	<ul style="list-style-type: none"> - Employing open-ended questions - Verbal reinforcement strategies to motivate students - Implementing rules and responsibilities in class - Employing simple language - Designing interesting discussion topics - Diverse learning media - Established precise and quantifiable learning goals - Teaching various learning skills

From this research, we know that during the teaching practice, participants teach students various skills, not just focusing on a single skill. This approach aims to provide a holistic learning experience, enabling students to apply these skills in diverse situations and contexts. Through the teaching practice in the PMS-MBKM program, participants gain real-life teaching experience in educational settings. They can teach and interact directly with students, thereby improving their communication skills and understanding of real-world educational conditions.

The second table of this study is technology adaptation through the PMS-MBKM program. Technology adaptation is the process of adjusting to the use of new technologies in the education system. In the context of education, technological adaptation includes the use of digital devices, to support the learning process and school management. Technology adaptation activities are an important part of the student teaching experiences in participating PMS-MBKM program. The participants shared their experiences of activities when adapting technology in this program at school. Based on the results of the interviews that have been conducted, researchers found several activities resulting from the experience of adapting technology at the PMS-MBKM program and then divided them into several sub-themes, which are presented in the following table:

Table 2. Technology adaptation activities through the PMS-MBKM program

Theme	Sub-themes
Technology adaptation activities	<ul style="list-style-type: none"> - Linkage between technology on campus and in practice/the world of work through the MBKM program. - Use of Technology in Education - Limited Technology Infrastructure - Benefits of Technology in Information Access - Ease of Access to Materials and Information

The researcher found that, the use of technology in education has become an essential element for fostering a more interactive and effective learning process in this modern era. Furthermore, technology allows access to a broader range of learning resources and enhances creativity. Therefore, students must adapt to various technologies to maximize their potential and effectiveness in educational activities.

The last table of this study is school administration activities through the PMS-MBKM program. The participants shared their experiences of activities when helping administration when participating in this program at school. Based on the results of the interviews that have been conducted, researchers found several activities resulting from the experience of school administration at PMS-MBKM program and then divided them into several sub-themes, which are presented in the following table:

Table 3. School administration activities through PMS-MBKM program

Theme	Sub-themes
School administration activities	<ul style="list-style-type: none">- The teacher's role in education administration- Time management in task planning- Valuable experience- Challenges in assisting school administration- The benefits of work experience for the future

The experience includes direct interaction with students, using media and learning methods, and classroom management. The participants carried out their obligations to teach literacy and numeracy but also told the researcher about their experiences teaching at school in terms of teaching skills.

DISCUSSION

Based on the result, it was found that the students' experiences through the PMS-MBKM in teaching practice, technology adaptation activities, and school administration activities. Through the teaching practice, participants teach students various skills, not just focusing on a single skill. This approach aims to provide a holistic learning experience, enabling students to apply these skills in diverse situations and contexts. Through the teaching practice in the PMS-MBKM program, participants gain real-life teaching experience in educational settings. They can teach and interact directly with students, thereby improving their communication skills and understanding of real-world educational conditions. This aligns with David A. Kolb's Experiential Learning Theory (ELT), which posits that learning involves interactions between individuals and their environment (Kolb, 2015).

The result found that technology adaptation activities play a significant role in students' teaching experiences during the MBKM program. Participants shared their experiences in adapting to technology while participating in the program at schools. Based on interviews, they had the opportunity to apply their knowledge of technology gained in college, which proved to be highly relevant and beneficial throughout the program. There was a strong connection between the technologies used by participants at the university and in schools, enabling them to adapt quickly to the technology available at the schools. Through the PMS-MBKM program, the participants had the opportunity to apply the knowledge about technology that they had learned on campus, which turned out to be very relevant and useful during the program. This aligns with David A. Kolb's Experiential Learning Theory (ELT), which posits that learning is a continuous process grounded in experience (Kolb, 2015).

While assisting with school administration, participants also faced challenges. One major challenge was their limited knowledge of school administration. However, this issue was resolved by seeking assistance from mentor teachers and field supervisors regarding

unfamiliar administrative tasks. Another challenge participants encountered was related to student grades, particularly difficulties in contacting certain students to complete their grades. Despite these challenges, participants were required to complete administrative tasks related to student assessments within a specific timeframe. Assisting with school administration provided participants with valuable experiences and insights into school administration. They were directly involved in decision-making, managing learning resources, and educational resources. This exposure allowed them to experience the real-world working environment of education as prospective teachers, gaining new knowledge about administrative processes.

The researcher found that participants felt that assisting with school administration was a highly beneficial experience, enabling them to understand better and manage school administration effectively. They hope to apply these skills in their future professional careers. This aligns with David A. Kolb's Experiential Learning Theory (ELT), which emphasizes that learning is a continuous process rooted in experience (Kolb, 2015).

CONCLUSION

During PMS-MBKM program, the students get a variety of experiences that they have never had before. One of them is teaching at school which gives participants a real experience. Teaching skills are a very important aspect in the implementation of teaching practice because it includes the ability to deliver material effectively, encourage active student participation, create a conducive learning environment, and manage learning in a structured manner with varied media; all of this supports the creation of a holistic and meaningful learning experience, and strengthens the competence of participants in the real educational context.

Technology adaptation activities have an important role in students' teaching experiences during the PMS-MBKM program. Students were able to apply the technological knowledge acquired in college to practice in school, showing significant relevance and benefits. The similarity of technology used in college and school accelerated the adaptation process, despite challenges, especially regarding internet connectivity. The use of technology in education proved essential in creating interactive learning and encouraging creativity, so students' ability to adapt to technology is a crucial aspect of the success of the MBKM program.

In addition, students' participation after helping school administration during the MBKM program is a meaningful learning experience, not only being educated to accomplish the administration of teachers, but also developing time management skills, problem-solving skills, and an in-depth understanding of the educational administration process. The PMS-MBKM program succeeded in instilling empathy and social sensitivity in students. When conducting observations at school, students become aware of the social conditions of the community, starting from inadequate school facilities to the network, which is the main obstacle and also the various characteristics of peers at the PMS-MBKM program location.

Therefore, it can be concluded that all of the participants' experiences during this program provided many positive benefits for the Teaching Campus program. This provides an opportunity for participants to increase their knowledge, skills, and provides them with a variety of experiences ranging from adaptation experiences, teaching students, teaching literacy and numeracy, and various other experiences. Every activity carried out by the participants during this program also has a lot of positive impacts on the school, especially on the main objective of the Teaching Campus program itself, which is to improve student literacy and numeracy, which can be concluded to have been realized.

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