
English Students' Perceptions in Participating the *Praktisi Mengajar* Program

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ABSTRACT

Praktisi Mengajar Program is a part of Merdeka Belajar Kampus Merdeka (MBKM) initiative. In this study, researcher examines students' perception of the Praktisi Mengajar Program. The study aims to determine the students' views on the importance of the program, its advantages and disadvantages, and how they adapt to it. This research is a qualitative study that collects data by distributing questionnaires to English education students at Nahdlatul Ulama University of South Kalimantan, who have participated in the campus teaching program. This research was conducted during the 2023/2024 academic year. The sample for this study consisted of 15 English education students at Nahdlatul Ulama University, South Kalimantan. Data analysis was performed using the data model proposed by Sugiyono (2019). Initially, the researcher distributed questionnaires to the students. Subsequently, the collected data were re-examined and presented in the form of tables, bar charts, and percentages. The results of the study showed that 72% of students considered the program important, 62% felt the program was sufficient, 68% saw a positive impact, and 65% were able to adapt well to the program. Overall, the average positive assessment was 67%, indicating that the Praktisi Mengajar Program had a beneficial impact on students.

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I. INTRODUCTION

The Practitioner Program is a crucial part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This program establishes connections between Indonesian students and teachers within an educational unit, documented in the Basic Education Data (Dapodik), linking proficient practitioners with academic collaborators. Lectures within higher education institutions benefit significantly from the involvement of practitioners capable of sharing firsthand experiences regarding best practices. The *Praktisi Mengajar* Program facilitates collaboration between lecturers and practitioners from diverse industries, aligning with their respective competencies and areas of expertise. This collaborative effort extends to co-teaching in a classroom setting for a duration of one semester, thereby enriching the learning experience with practical insights and real-world perspectives.

The *Praktisi mengajar* program is also an effort to build understanding on the level of human resource development related to comprehending the presence of digital media. This

understanding will also be very useful in supporting the independent campus learning process in the 4.0 technology era. (Isnaniah, 2022).

This research delves into the influence of learning on the academic performance of higher education students at Nahdlatul Ulama University of South Kalimantan, particularly focusing on learning outcomes throughout the program. The primary objective of this study is to discern the perceptions of English language students regarding the *Praktisi Mengajar Program Kampus Merdeka* from their subjective standpoint.

LITERATURE REVIEW

Kampus Merdeka

The Minister of Education and Culture (*Mendikbud*) Nadiem Anwar Makarim (2021) reintroduced the Freedom of Learning policy within the university context under the title "*Kampus Merdeka*". Nadiem underscored that the *Kampus Merdeka* policy serves as a continuation of the Independent Learning concept. This comprehensive policy package marks the initial phase in a series of measures for universities, representing the initial step to alleviate constraints and facilitate progress towards achieving enhanced quality aspects, Farrasa RF (*Buku Satu Kampus*, 2021).

Praktisi Mengajar Program

As per the Directorate of the Ministry of Education and Culture (2022, p. 5), "*Praktisi Mengajar* are part of the MBKM program that facilitates connections between students and proficient expert practitioners through collaborative courses with practitioner lecturers and universities. The goal is to equip graduates with relevant knowledge and skills aligned with the challenges and requirements of the workforce".

Praktisi Mengajar Program at Nahdlatul Ulama University of South Kalimantan

The Teaching Practitioner Program at Nahdlatul Ulama University of Kalimantan has been implemented for 4 batches. Nahdlatul Ulama University in South Kalimantan comprises six faculties. The specific area of interest for researcher is the Faculty of Education, particularly the English Language Education program, which is part of the *Praktisi Mengajar Program*. This program involves students from the 4th, 5th, 6th, and 7th semesters. The courses included in the curriculum are translation, sociolinguistics, syllabus and teaching plan, curriculum and material development, cross culture understanding in language teaching, teaching english for young learners (TEYL) practice, micro teaching, english for business communication, social psikology of language, and proposal seminar.

However, in this study, the researcher will specifically examine the perceptions of English education students regarding the Batch 4 Teaching Practitioner Program in conjunction with the proposal seminar course. The lectures are delivered over one semester through online methods, but they are not conducted daily, only on specific days throughout the week.

Students' Perceptions

Perception is a term commonly employed in the field of psychology. Broadly, it is defined as an immediate response or the process by which an individual becomes aware of something through their senses. In the broader context of psychology, perception is characterized as the process through which an individual observes their environment using their senses, thereby gaining awareness of everything within their surroundings (Asnori, 2020).

Regarding the perception of student learning, there are several fundamental principles that are interconnected. Slameto (2010: 103-105) discusses the foundational principles related to how students perceive or accept material during learning. The basic principles of learning perception include:

a. Perception is Relative rather than Absolute

Learners may not always be capable of accepting and understanding everything they receive precisely as intended. The perceptions formed or acquired during the learning process can also evolve with the introduction and subsequent reception of additional information and materials.

b. Perception is Selective

An individual can only focus on a limited number of stimuli among the many received at any given moment. This suggests that the stimuli must be interconnected or related to what has already been learned. Essentially, perception tends to be selective, and each student has limitations in their capacity to absorb stimuli, particularly when it comes to receiving information.

c. Perception has Order

The reception of stimuli by learners is not arbitrary. Students receive stimuli in the form of relationships or groups, and if the stimulation is incomplete, students have the capacity to complement it by seeking additional relationships, thereby making the information more comprehensive and clearer. This underscores the importance of a well-organized material structure and delivery for malleable perception.

d. Perceptions Influenced by Expectations and Readiness

The recipient's expectations and readiness play a crucial role in determining which messages to choose for reception, which are then processed until they can be interpreted by students. Factors such as motivation, willpower, interest, and learning habits play a crucial role in shaping students' expectations and preparedness for learning. When students have high expectations and readiness, they are more likely to develop a positive perception of the material they are learning.

e. The Perception of One Person or Group can be Significantly Different from That of Another Person or Group.

Differences in perception can manifest among individuals or groups, even when subjected to identical conditions and treatment. This variation is influenced by the distinctive differences and characteristics inherent in each individual or group. For instance, within a classroom setting, some students may grasp the subject matter effectively, while others may struggle, despite the uniformity in the methods or media employed for delivering the material.

II. METHODS

This research employs a descriptive qualitative method by distributing questionnaires to collect data to 15 English language education students at Nahdlatul Ulama University of South Kalimantan. The questionnaire used is a Likert scale with 5 levels, as outlined by Anwar Sanusi (2017:59) as a reference for developing the instrument items in the form of statements. The scale is as follows: scale 1: strongly disagree, scale 2: disagree, scale 3: neutral, scale 4: agree, scale 5: strongly agree. This is illustrated in Table 1 below:

Tabel 1

Criteria for interpreting the percentage of respondent responses:

No.	Percentage Score	Category score
1	0% - 19,99%	Verry less
2	20% - 39,99%	Less
3	40% - 59,99%	Enough
4	60% - 79,99%	Good
5	80% - 100%	Excellent

Source: Sugiyono (2017)

The indicators used in this study are presented in the following table:

Tabel 2
The Blueprint

Variables	Sub variables	Question Numbers
Effectiveness	How important the teaching practitioner program is for students	1-5
Disadvantages	Disadvantages experienced by students throughout the program.	6-11
Advantages	Advantages experienced by students throughout the program.	12-20
Social interaction	Student difficulties in adapting	21-25

The survey, conducted using the Google Forms application, was tested for validity and reliability prior to distribution to respondents. The collected data will be processed through the following stages: coding, data entry, rechecking, and data analysis. The results will be presented in the form of tables, bar graphs, and numerical data expressed as percentages.

III. RESULT AND DISCUSSION

The study results included 15 respondents, of whom 9 (60%) were women and 6 (40%) were men. They were from the 6th semester (33.3%) and the 8th semester (66.7%), with ages ranging from 20 to 24 years. This information is summarized in the following table:

Table 3
Respondents' Identity Based on Gender

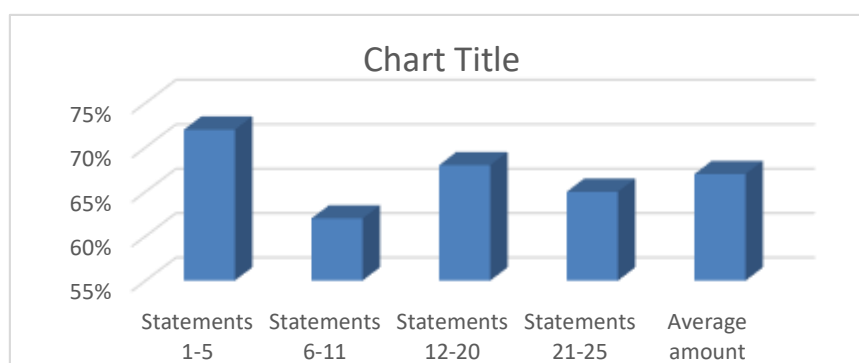
No	Gender	Frequency (F)	Percentage (%)
1	Male	6	40%
2	Female	9	60%
SUM (N)		15	100%

Table 4
Respondent's Identity by Semester

No	Semester	Frequency (F)	Percentage (%)
1	2021	5	33,3%
2	2020	10	66,7%
SUM (N)		15	100%

After the researcher administered a five-point Likert scale questionnaire about perceptions to students at Nahdlatul Ulama University of South Kalimantan who were part of the *Praktisi Mengajar* program, the results were obtained and presented in a diagram. This is illustrated in the diagram below:

Figure 1
Research result



After the researcher analyzes the entire results, the results can be displayed in the following table:

Tabel 5
Perception of English Education Students Towards the *Praktisi Mengajar* Program at Nahdlatul Ulama University, South Kalimantan.

No	Indicator	Score	Category
1	How important the teaching practitioner program is for students	72%	Good
2	Disadvantages experienced by students throughout the program.	62%	Good
3	Advantages experienced by students throughout the program.	68%	Good
4	Student difficulties in adapting	65%	Good

The findings of this study suggest that the *Praktisi Mengajar* Program has a positive impact. This program has the potential to foster and expedite national development by increasing student motivation to participate in development initiatives.

DISCUSSIONS

The researcher analysis of the perceptions of English language education students regarding the *Praktisi Mengajar* program revealed positive outcomes. These findings are consistent with previous studies. The results indicated that 100% of participants felt they had gained positive benefits from the program. Additionally, this study examined students' perceptions of the *Praktisi Mengajar* program and found that most students believed the program provided valuable experience and enhanced their knowledge.

In addition to the benefits gained as students, there are also challenges they encounter. The main challenges faced by students during the *Praktisi Mengajar* program include self-adjustment and teacher preparedness. These two aspects are key difficulties students experience while participating in the program.

Adjustment refers to an individual's ability to adapt and manage changes in a specific environment or situation. This includes the capacity to function effectively across different contexts. In the context of a *Praktisi Mengajar* program, an example of adjustment is managing

time differences and adapting to the varying dynamics of colleagues in the classroom (Prasandha & Utomo, 2022).

The researcher acknowledges the possibility of an inaccurate response rate, as well as the potential for response bias and a tendency for respondents to give socially desirable answers. While the researcher believes these limitations do not significantly affect the main objectives of the study, future research could consider incorporating additional controls to address these issues.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the findings of the research presented in the previous chapter, it can be concluded that:

- a) Students' perception of the importance of the *Praktisi Mengajar* Program received a score of 72%, indicating a positive assessment.
- b) Students' perception of the shortcomings they felt during the program had a 62% disagreement score, indicating that they did not feel lacking in the teaching provided by the *Praktisi Mengajar* Program.
- c) Student perception of the advantages of the *Praktisi Mengajar* Program received a score of 68%, indicating that students believe the program has a positive impact on both themselves and the campus.
- d) Students' perception of difficulties in adapting had a 65% disagreement score, meaning that they are able to adapt to the learning schedule and interact well with peers from different semesters.

Based on these results, there is an average score of 67%, indicating that the majority of English education students at Nahdlatul Ulama University of South Kalimantan perceive a positive impact from the *Praktisi Mengajar* Program.

SUGGESTIONS

Researcher may offer the following suggestions for future consideration:

- a) For students, some students experience difficulty with networking during online classes. The researcher recommends that students take the initiative to find locations with strong network connections to enhance their online learning experience.
- b) For lecturers, it is advised to pay closer attention to the progress of program activities. One of the suggestion is to allocate a brief period after class to discuss the day's lesson content with students. This practice can help ensure clarity and minimize misunderstandings regarding the provided material.
- c) For practitioners, it is recommended to present materials in an engaging manner to capture students' interest and prevent boredom. Additionally, practitioners should avoid speaking too quickly when explaining the material, ensuring that it is presented in an easy-to-understand manner.

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