

THE ROLE OF THE TEACHING CAMPUS PROGRAM IN IMPROVING TEACHING SKILLS AND SOFT SKILLS OF ACCOUNTING EDUCATION STUDENTS

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Keyword

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Abstract

This study is to describe the implementation, obstacles, and impact of the Teaching Campus Program in improving the teaching skills of students of the Accounting Education Study Program, University of Muhammadiyah Surakarta. The research with a case study research design was carried out through interview and documentation data collection techniques involving Field Supervisors and program participant students. The results of the study show that the implementation of the Teaching Campus Program is carried out in one semester through three stages, namely the preparation, assignment, and post-assignment period. Activities began with debriefing, observation, coordination, planning, and the implementation of programs in target schools. The problems encountered are the limitations of monitoring by DPL due to distance and schedule density, difficulties for students to manage time between programs and lectures, limited infrastructure facilities at school, and difficulties in creating interesting learning for students. The positive impact obtained by students includes improving teaching skills, time management, social empathy, creativity, innovation, problem-solving skills, leadership, and other soft skills. In addition, this program also encourages students' professionalism and confidence, while providing real experience in the world of education. Regular evaluations every two weeks play an important role in monitoring program implementation and overcoming obstacles that arise. Therefore, the Teaching Campus Program makes a significant contribution to the development of pedagogic and professional competencies of prospective educator students.

INTRODUCTION

The Teaching Campus is a program designed by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) and the Education Fund Management Institute (LPDP) since 2021 with the aim of encouraging students to master various sciences and provide opportunities for students to hone their skills according to their talents and interests by going directly into the world of work as a provision for their future careers (Iriawan & Saefudin, 2021). The teaching campus is one of the Independent Learning Independent Campus (MBKM) programs

which aims to provide opportunities for students to help teachers and principals at the elementary and junior high school levels in carrying out the learning process carried out for one semester (Sitorus et al., 2022). The teaching campus program can be one of the recommendations for universities related to the implementation of the Teaching Campus program as one of the MBKM program options, indirect benefits for universities can be used as a reference material in compiling the Independent Learning Curriculum and careful consideration for students who will register for the MBKM program (Fatonah et al., 2021).

The activities carried out in the teaching campus program are taking the role of teachers in teaching, but as a complement to add materials and learning strategies for students at school, the activities carried out not only help teach but also help school and classroom administration (Anugrah, 2021). Students who carry out this program are accompanied by field supervisors (DPL) either from the same university as the students or not (Andriyani et al., 2023). According to Iriawan & Saefudin (2021), The teaching campus aims to provide opportunities for students to learn and develop themselves through activities in lecture classes. This program is expected to remind graduation competencies, both *soft skills*, to be more prepared and relevant to the needs of the times. Preparing graduates as future leaders of the nation who are superior, moral and ethical (Suhartoyo et al., 2020).

This program is one of the government's flagship programs in overcoming problems in the world of education today, namely employment and the relevance of graduates to the industrial world (Antoni et al., 2022). The teaching campus program is seen as a real effort to advance basic education (Rahmadani et al., 2022). The placement school admitted that it was greatly helped by the presence of students, both in the fields of teaching programs, technology adaptation, and school administration (Panjaitan et al., 2022).

Teaching skills are a variety of skills related to the factors of teaching techniques and are also an absolute requirement that teachers must have in order to carry out the learning process in order to run effectively and efficiently (Prayitno, 2019). According to Mulyasa (2013) Teaching skills are important for teachers to perfect the competencies of knowledge that studies education (pedagogic), besides that teaching skills are also components that integrate various components of teachers in a complete and comprehensive manner. Teaching skills are important for prospective teachers and teachers, because it will be useless if teachers understand cognitively but cannot convey the material automatically will not be delivered properly. Teaching skills are needed in order to be able to implement and apply various learning strategies in managing the learning process so that learning runs effectively and efficiently (Alita et al., 2014)

Based on the results of initial interviews with several 2nd batch of accounting students who participated in the Teaching Campus Program, the researcher obtained information about a number of obstacles they faced. Some students complained of difficulty in dividing time between online lectures and teaching activities at school, especially when the two schedules were concurrent. In addition, the competencies of students who participate in the Teaching Campus vary, because not all of them come from education study programs, even from different campuses and departments, so they do not always have a linear background with the world of education. This condition is a challenge in itself as well as providing a new experience for students. The positive impact felt by students includes understanding the learning process at school, improving communication skills, adding teaching experience, and better time management. This research is specifically focused on the Teaching Campus Program with the aim of understanding the role of the program in improving the mastery of teaching skills of Accounting Education students of the Universitas Muhammadiyah Surakarta.

METHOD

The research design is a case study with a qualitative approach. A case study is an in-depth study of a person, group, or event in which almost every aspect of the subject's life and history is analyzed in search of patterns and causes of behavior (Creswell, 2013). The object of this study is the role of the teaching campus program in improving the mastery of teaching skills of Accounting Education students of the Universitas Muhammadiyah Surakarta. The subjects in this study consisted of two Teaching Campus Field Supervisors (DPL) and three students who had participated in the Teaching Campus program. The research was carried out for 6 months in 2022-2023. The data collection method in this study is through interviews and documentation techniques conducted on field supervisors and students. The validity of the data was obtained through triangulation of sources. Data analysis using interactive analytics Miles et al. (2014) through the steps consisting of data collection, data condensation, data presentation, conclusion drawing and verification.

RESULTS AND DISCUSSION

The Teaching Campus Program is one of the implementations within the framework of Independent Learning-Independent Campus (MBKM) launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) together with the Education Fund Management Institute (LPDP) since 2021. This program involves students to carry out teacher assistance in the execution of learning in the classroom. Their primary goal is to support schools in improving literacy, numeracy, and technological acclimatization, while providing opportunities for students to practice their knowledge and teaching skills, as well as develop leadership, creativity, and problem-solving skills.

The Teaching Campus Program, in its implementation, plays a role together with Field Supervisors (DPL) and students. DPL acts in monitoring, guiding, and facilitating the students involved in it. For students, the benefits felt include having direct teaching experience at school, analyzing soft skills, improving leadership and communication skills, and making a true contribution in the field of education.

Overall, the Teaching Campus Program has a positive impact on students by completing teaching skills, building creativity and innovation in learning development for students, and providing opportunities to be projected on overseas activities. Further discussion of the research findings regarding this program will be described in the following section.

1. Implementation of the Teaching Campus Program by Students of the Accounting Education Study Program, Universitas Muhammadiyah Surakarta

Based on the results of the study, it can be seen that the implementation of the teaching campus program is carried out for one semester. The implementation starts from the preparation period, the assignment period and the post-assignment period. The implementation of the teaching campus will also be directed by the field supervisor (DPL) and then students will also be invited to conduct class observations. This is known from the interview process conducted with DPL and students, who indeed said that the implementation of the teaching campus program must indeed go through these three stages so that students understand what they will do in the teaching campus program.

The teaching campus program does begin with debriefing, observation, coordination with the education and school departments, program planning and program implementation at the target school (Hariyanti & Sundawa, 2023). The implementation of the teaching campus program emphasizes students to have to complete tasks such as writing initial reports, daily reports, weekly reports, and final reports (Wahyuni & Tranggono, 2023).

During the implementation of the teaching campus, students also attended the debriefing process at the Regent's office which aimed to allow students to know the condition of the school that will be used as a teaching place. The process of teaching campus activities is also carried out based on the nearest domicile of students, which aims to make it easier for students to move

and accommodate. This is also known by the researcher based on the results of interviews, where before the teaching campus program was carried out. Students will be faced with two choices, teaching outside the city or within the city, if they choose within the city the students will be placed in the school closest to their domicile.

During the implementation of the teaching campus, students get various benefits, including becoming more aware of the flow of the learning process and how to teach so that students feel comfortable and the class becomes calm. In addition, the students also learn about leadership, creativity, and how to motivate students. As well as being able to train software skills and develop student independence for the activities carried out.

This is also in line with research conducted by Azisah (2022) which says that there are a lot of benefits that will be obtained by students if they participate in the teaching campus program, especially leadership and soft skill development. In line with that research Thanzani (2022) who argue that the teaching campus program will improve students' soft skills in how to teach, problem solving and interpersonal skills.

The implementation of the teaching campus is also evaluated every two weeks which aims to control the students, whether the activities carried out are in accordance with the vision and mission they want to aim for. In addition, the evaluation process is also carried out so that students can really benefit from participating in the teaching campus program. This is known by the researcher from the results of interviews, where students said that there is an evaluation program every two weeks or once every one week to ensure that students teach according to the agreed corridor. In addition, to ensure that this teaching campus program is right on target.

2. Obstacles for Students of the Accounting Education Study Program at the Universitas Muhammadiyah Surakarta When Participating in the Teaching Campus Program

Based on the results of the research, it can be seen that there are various obstacles that occur in the teaching campus program. The obstacle faced by DPL lecturers is the difficulty in monitoring students when carrying out the teaching process whether students have carried out the teaching process in accordance with the design they have made. This was also revealed by DPL during the interview process where DPL said that their busy schedules and sometimes there are schools outside the city make it difficult for DPL to monitor teaching activities.

In addition, on the other hand, students feel that there are various obstacles such as the difficulty of students organizing teaching campus programs with *offline lecture* schedules. Sometimes there is a lecture schedule that requires students to come to campus. The distance between the school and the university is too far to be an obstacle for students. Based on the results of the interviews, the students also revealed that if they did not come to attend classes on campus, they would be considered absent.

As for the obstacle in the school where they teach, they are the lack of adequate infrastructure so that the learning plan made by the students and DPL becomes less effective and optimal to be carried out. In addition, there are difficulties by students to adapt to students in the teaching and learning process. This is also in line with research conducted by Aan et al. (2021), who says that the lack of facilities and infrastructure makes the process of teaching and learning activities less effective. Sometimes due to inappropriate targets due to lack of facilities and infrastructure, students do inappropriate things in the implementation of learning or even teaching and learning programs become boring for students.

The obstacles faced in the implementation of the teaching campus program are not necessarily academic, including the limitation of facilities and infrastructure also play a role, facilities and infrastructure are elements that are supported by the implementation of education to the maximum because the provision of educational facilities is an important

element in ensuring the quality of education in an educational unit (Andriyani et al., 2023). In every obstacle felt by teaching campus students, of course, there is a solution of support from the school, especially from the principal, which is the main factor in the solution for campus teaching students so that they are enthusiastic about carrying out the activities to be designed.

Furthermore, the obstacle experienced by teaching campus students is to create interesting learning because not all children have the same character, therefore students must understand the character of students, for example, there are children who are bored with how to teach students and there are those who are happy with how to teach students, therefore the task as a student of the teaching campus creates interesting learning so that students when students teach do not feel bored in class. Teaching campus students often invite students to do *ice breaking* by "applauding enthusiasm", "applauding salut or others, this makes students feel interested and not bored during learning hours. Common ice breaking techniques include concentration tests, cheering, games, and light physical activity such as clapping or singing (Abrori et al., 2023). Research also shows that ice breaking creates a more conducive learning atmosphere, thereby increasing students' interest and concentration (Haryati & Puspitaningrum, 2023).

Based on the results of interviews with DPL and students, various obstacles that occur in the teaching campus activity program can be resolved during the evaluation process which is held every two weeks, and there is also an increase in communication between DPL and students regarding matters related to student difficulties during practice in the field. This is also in the research conducted by Rahmadani et al. (2022), who states that obstacles during the implementation of teaching campus activities can be sought by holding evaluations every week so that good communication is established between DPL, students and schools. The evaluation process is also expected so that teaching and learning activities can be carried out effectively and optimally.

3. The Impact of the Teaching Campus Program on the Improvement of Teaching Skills of Students of the Accounting Education Study Program, Universitas Muhammadiyah Surakarta

Based on the results of the research, it can be known that some of the impacts of the teaching campus program are that students can practice their teaching skills before actually entering the world of teaching. This was also known during the interview with the three students who said that the teaching campus program has many positive impacts, one of which is that students know the flow of the learning process starting from designing teaching materials, discussing them and applying them to students in the place where campus teaching practices are carried out.

In addition, other impacts based on the results of interviews with DPL lecturers, students are also trained to learn time management, social empathy, and critical thinking. This is in line with research conducted by Fitria et al. (2022), who says that students are indirectly taught time management so that they can plan, manage and control the time they have to do various activities. In addition, social empathy is also necessary for students so that in the future they can build healthy and harmonious relationships with their environment.

Another impact felt by students is getting pocket money while running the teaching campus program. According to the results of interviews with students, when they participate in the teaching campus program, they will be given pocket money that they can use to help parents pay for course credits or other things.

Another impact felt by students is that they have a professional and confident character. According to the students in the interview, they said that in the teaching campus program, they are trained to have a professional character which will certainly be beneficial for students in the future. Professional nature certainly helps students in developing themselves in the future.

The confident attitude also helps students to become better individuals in the world of work or the surrounding environment.

The teaching campus program also has an impact on creativity, innovation and problem-solving skills. According to the results of interviews with students, they said that the existence of a teaching campus program indirectly trains creativity and innovation skills. When learning, if students look bored, students must be quick to respond to create creativity in their teaching methods so that students become more enthusiastic in the learning process. Problem-solving skills are also obtained by students indirectly, because during the teaching process they must be able to solve problems if there are students who fight with other students. This is in line with research conducted by Fatonah et al. (2021) who said that the existence of a teaching campus program does have an impact on training students' problem-solving skills.

CONCLUSION

The implementation of the Teaching Campus Program by students of the Accounting Education Study Program of the University of Muhammadiyah Surakarta lasts one semester in three stages, namely the preparation, assignment, and post-assignment period. The activity began with debriefing, observation, coordination with schools, planning, and program implementation led by the Field Supervisor (DPL). The implementation is also facilitated by a routine assessment every two weeks to ensure the achievement of program objectives. The problems faced include limited supervision by DPL due to distance and tight schedules, difficulties for students to adjust program schedules to lectures, limited school infrastructure, and problems in creating interesting learning for students with varied characters. Solving obstacles is carried out by improving communication between DPL, students, and the school, as well as the implementation of periodic evaluations.

The Teaching Campus Program has a significant positive impact on students, including the development of teaching skills, time management, social empathy, leadership, creativity, innovation, problem-solving, and other soft skills. In addition, this program develops a professional attitude and self-confidence, as well as provides hands-on experience in the field of education that is relevant to students' duties as prospective educators. Thus, the Teaching Campus Program has been proven to contribute to the development of students' pedagogical, professional, and personal competencies.

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