

344 Evaluating the Impact of the Teaching Campus Programme on Education Subject Students and Hosting Schools in an Indonesian Teacher Training and Education Institute

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Research Domains

Higher Education policy (HEP)

Abstract

This paper marks the pioneering effort to assess the impact of the Teaching Campus Programme (TCP) on individual students, universities, and hosting schools in the Kubu Raya Region of West Kalimantan Province, Indonesia. The TCP was designed to enhance the career prospects and employability skills of university students while fostering collaboration between universities and rural elementary schools as a vehicle for school improvement. The study draws on the principles of communities of practice and employs various sources of data, including curriculum documents, focus group interviews, and students' fieldnotes.

Preliminary findings indicate that the TCP has played a crucial role in cultivating practical teaching skills among education subject students; the hosting schools have greatly benefited from the programme, witnessing notable improvements in teaching practices and increased professionalism; the TCP has primarily emphasised the development of employment skills among university students, with less emphasis placed on school improvement.

Full paper

This paper marks the pioneering effort in Indonesia to investigate an employability and work placements programme within the context of higher education. Specifically, the research aims to assess the impact of the Teaching Campus Programme (TCP) on individual students, universities, and hosting schools in the Kubu Raya Region of West Kalimantan Province, Indonesia. The TCP, implemented as part of the MBKM policy, was designed to enhance the career prospects and employability skills of university students while fostering collaboration between Higher Education Institutions (HEIs) and rural/remote elementary schools as a vehicle for school improvement. The study draws on the principles of communities of practice (Wenger, 1998; Wenger et.al, 2002) to analyse a combined government endeavour aimed at simultaneously enhancing students' employability skills and improving remote elementary schools.

We conducted a multiple case study (Thomas, 2011) to examine various forms of value generated by members from three organisations, and to track the changes in practices and performance of the university, Year-3 undergraduate students pursuing an education major, and hosting schools resulting from these efforts. The study spanned two years and utilized a sample consisting of two communities of practice. Our research aimed to address three main questions:

- How is the Teaching Campus Programme implemented in an Indonesian Teacher Training and Education Institute?
- What are the perceived benefits and challenges faced by education subject students participating in the Teaching Campus Programme in an Indonesian Teacher Training and Education Institute?
- What are the perceptions of hosting schools regarding the effectiveness and impact of the Teaching Campus Programme in an Indonesian Teacher Training and Education Institute?

We employed various methods to gather data, including policy and curriculum documents analysis, focus group interviews, and students' fieldnotes. The study involved one Teacher Training and Education Institute, one university

lecturer, two groups of undergraduate students, one elementary school, and one junior secondary school. The collected data was meticulously analysed to identify key themes and trends associated with the TCP's effects on the university, students, and schools.

The study yielded four main findings:

The coordination of Government-initiated communities of practice by university lecturers has proven to be a powerful mechanism. These formal communities hold immense potential in facilitating the exchange of knowledge, fostering people connections, and enhancing social mobility in remote and economically disadvantaged rural areas. By transcending bureaucratic barriers that often exist within formal organizational structures, these communities enable effective collaboration and open up new avenues for growth and development.

The Teaching Campus Programme has played a crucial role in cultivating practical teaching skills among education subject students. By immersing themselves in authentic classroom settings, students have gained invaluable practical knowledge in instructional techniques, classroom management strategies, and methods to engage students effectively. This experiential learning approach has significantly bolstered their readiness for future teaching careers.

The schools hosting Teaching Campus students have greatly benefited from the programme, witnessing notable improvements in teaching practices and increased professionalism. The involvement of university lecturers and students has brought fresh perspectives, digital literacy skills, and innovative pedagogical approaches to these schools. The collaboration between Teaching Campus students and school staff has resulted in the implementation of diverse teaching methods, leading to enhanced instructional quality and higher student engagement. This strengthened community support has fostered a nurturing environment for both students and educators alike.

Preliminary findings also indicate that the TCP has primarily emphasized the development of employment skills among university students, with less emphasis placed on school improvement due to university students' short-term community engagement and support. However, it is crucial to acknowledge that the active involvement of local schools in HE curriculum development for the TCP is an essential prerequisite. This collaboration not only helps address the challenges faced by universities in designing effective curricula but also serves as a catalyst for driving school improvement by aligning curriculum design with the priorities of rural and remote elementary schools.

By shedding light on these findings, the study underscores the need for a more balanced approach within the TCP, where equal attention is given to both university students' employability skills and the enhancement of school quality. Furthermore, it highlights the significance of HE and school partnerships in ensuring effective curriculum alignment and achieving mutual goals. This research contributes to the existing literature by examining the unique context of Indonesian higher education, specifically focusing on the TCP's impact. The findings provide valuable insights for policymakers, HEIs, and schools, guiding them towards a more comprehensive and collaborative approach to improve employability and elementary school education in rural and remote areas of Indonesia.

References

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