Evaluation of “School Experience” Course in Online Setting as an Implementation of *Merdeka Belajar* (Freedom to Learn)

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**Abstract.**This research aims to analyze problems in the “School Experience” (SE) course in an online environment as an implementation of *Merdeka Belajar* (Freedom to Learn, MB). One of the program in MB is placing students as teachers’ assistant in an academic institution. This program is implemented in SE course which is divided into SE-1 (school observation) and SE-2 (learning media development and implementation). This research uses Discrepancy Evaluation Model developed by Provus. This research was carried out in Building Engineering Education (BEE) study program of State University of Medan (UNIMED). Data sources are university students, course lecturers, head of BEE, supervising teachers, and school superintendent. The result of this research shows various discrepancies in the SE course realization in an online environment. The biggest discrepancy was found to be in product/result aspect. The lowest scoring indicator is students’ competence in online SE. The output of this research is a guide to online SE to help students reach the desired learning outcome.

# INTRODUCTION

One of the required courses in Building Engineering Education (BEE) study program is School Experience (SE). SE is a 4 credit course divided into SE-1 (1 credit) and SE-2 (3 credits). SE aims to prepare the students in understanding school’s structure, condition, activity, and culture; and in preparing and implementing learning media during teaching learning process while applying technological development (Industrial Revolution 4.0).

In early 2020, Covid-19 pandemic started ravaging all parts of the world, including Indonesia. In response to the pandemic, Ministry of Education developed a new policy which requires the teaching learning process to be carried out online. Ministry of Education also developed a new policy of *Merdeka Belajar dan Kampus Merdeka* (Freedom to Learn and Free Campus, MBKM) independent of the pandemic situation. Implementation of MBKM policy in State University of Medan (UNIMED) is regulated in SK Rektor Unimed Nomor 362 Tahun 2020 Tentang Implementasi Merdeka Belajar di Universitas Negeri Medan. From these two policies, various problems faced by students and lecturers, such as learning outcomes, learning infrastructures, and students’ ability in using it in an online setting.

Observation and interview about SE-1 practice in BEE UNIMED shows that it varies between schools and there is no proper method to reach the desired outcome. Each lecturer and SE partner school carries out online classes differently according to their perceptions and capabilities. As such, implementation of SE in online setting is not measured well. This research was carried out find out the cause of problem and its solution. Several problems found in this research are: lecturers’ compentence, readiness of supervising teacher and partner school in supporting SE, facilities and infrastructures supporting the lecturers, school, and students in SE; students’ competence, and online administrative and evaluation processes. It is hoped that this research can create an alternative solution in solving various problems in online classes, especially in SE course in BEE UNIMED.

SE is a required course in BEE. SE is divided into SE-1 and SE-2. SE-1 aims to build teacher identity through the following activities: 1) Direct observation of school culture, 2) Observation of school’s organizational structure, 3) Observation of school’s rules and their implementation, 4) Observation of ceremonial-formal activities such as flag ceremonies and briefings, 5) Observation of regular curricular, co-curricular, and extracurricular activities, and 6) Observation of positive habits and habituation. The desired outcome of SE-1 is for students as teachers-to-be to have knowledge of students’ characters, school rules, and curricular activities.

SE-2 aims to strengthen the teacher professional competence of student teachers. Students are directly involved in all activities in school with the guidance of supervising teacher. They are given the opportunity to teach, do administrative tasks, and observe/guide curricular, co-curricular, and extracurricular activities.

Students who attend SE-2 are expected to have critical thinking in analyzing every activity in school, such as reviewing curriculum, preparing learning media, deciding teaching strategies, and making evaluation instrument. SE-2 activities include all of teachers’ tasks, including administrative and academic tasks. Research shows that SE, by giving the opportunity to students to experience school directly, makes it easier for students who want to work in education. SE also provides additional references for partner schools in reviewing teaching-learning process (Laia, 2021).

In preparing learning media, students apply the latest development in Computer Information Technology (CIT). Development in CIT changes the teaching system from offline classes to online classes. Lecturers in Faculty of Engineering UNIMED create and innovate Online Learning Models (OLM) in order to apply CIT development in teaching learning process. OLM used to be computer-based in its early days but nowadays there is a shift to mobile phones or gadgets. Teaching-learning process through mobile phones are more affordable and flexible compared to through computers.

Online learning is a form of learning through internet network (Isman, 2018). Online learning is capable of reaching the learning outcome like offline learning if it is done with innovation and creativity. Research shows that online learning provides positive effects to learning interactions and increase learning outcomes (Sulata, 2020; Kustiani, 2019; Rimbarizki, 2017; Khusniyah, 2019)

Online learning in SE is one of the implementations of Merdeka Belajar Kampus Merdeka (Freedom to Learn, Free Campus, MBKM). MBKM is implemented to increase graduates’ competence to be more relevant with current needs. MBKM provides a more flexible learning environment so as not to restrict students and fit their needs better. One of the main programs of MBKM is giving the students right to study outside their study program for a maximum of three semesters. Specifically, students are allowed to take courses outside their study program for one semester and learn outside university for two semesters. Learning activities outside university can be in the form of industry practice/internship, social responsibility, teaching in school, research, enterpreneurship, student exchange, independent project, or humanity program. As such, SE is an implementation of MBKM in the form of teaching in school.

Online SE is a program carried out in BEE UNIMED due to current circumstances. The implementation of online SE varies between every student, lecturer, and supervising teacher. Evaluation is carried out to investigate and improve online SE in BEE.

Evaluation are sometimes called assessment, scoring, or judgment (Grounlund, 1990). Evaluation is done to determine whether the desired outcomes have been reached after finishing a program. According to Matondang (2017), the aim of evaluation is to get accurate and objective informations about a program. Evaluation have to be based on criteria as a guide to determine what kinds of data need to be gathered and as a basis to interpret the success of failure of a program. Attention needs to be paid to primary and seconday factors when determining criteria so that the evaluation result is objective.

One of the important components in planning a program is to state the goals of the program, both general goals and specific goals (Sitompul, 2018). Evaluation of SE program can be carried out using several evaluation models, including Discrepancy Evaluation Model (DEM) developed by Provus. Provus (1973) sees evaluation as continuous process of information management designed to serve as the watchdog of program management and the handmaiden of administration in the management of program development through sound decision making.

According to Provus, evaluation is a process which: 1) is based on a standard, 2) determines discrepancies between aspects of program’s performance and the standard, 3) utilizes the discrepancies found to improve or end the program.

This approach introduced by Provus is called Discrepancy Evaluation Model. DEM is carried out with the following steps: definition, installation, process, product, and cost-benefit analysis.

Whatever discrepancies found during the evaluation, Provus suggests that problem solving is done cooperatively between the evaluator and the program manager. This cooperative process is concerned with: 1) why the discrepancies occur, 2) what can be done to solve this, and 3) which method is best to solve the problem.

In conclusion evaluation is to measure the effectiveness and success of a program, in this case SE course implementation.

# ReSEARCH METHODOLOGY

The research was carried out in Faculty of Engineering UNIMED in May-August 2021. This research is an evaluative research using Discrepancy Evaluation Model proposed by Provus. DEM aims to determine the discrepancies between plans and realization. DEM stages are definition, installation, process, product, and cost-benefit analysis. This research evaluates School Experience (SE) course in online setting.

Qualitative and quantitative data were obtained. Qualitative data contain information about process and implementation of online SE as experienced by BEE students of UNIMED, including preparation, tasks, video conferences, and online evaluation. Quantitative data contain information about quality of online SE, students’ competence and learning outcomes, and effectiveness of online SE.

Data source and data subject is all students of BEE who took SE course and lecturers of SE course. Research subject are SE students, lecturers, head of BEE study program, and partner school. The methods used to obtain data are observation, interviews, and online questionnaires. The instruments are interview sheet, documentation, and questionnaire.

The data is analyzed qualitatively and quantitatively. Qualitative analysis reviews the information, suggestions, and feedback from research subjects. Quantitative analysis measures the quality of online SE in BEE UNIMED.

Data analysis followed the concept proposed by Lodico, Spalding, and Voetgle (Putra, 2012). Based on this model, the steps of data analysis in this research are: 1) organizing and checking the data, 2) rechecking the data, 3) processing the data (describing, summarizing, and organizing according to needs), and 4) analyzing, interpreting, and summarizing the result.

# RESULT AND DISCUSSION

One of the main focus of this research is the planning and readiness of online SE implementation in BEE UNIMED. Planning aspect includes indicators from formulation of SE goals to availability of education staff in supporting online SE. Students’ response on planning and readiness can be seen in the following Table.

**TABLE 1.** Students Response on Planning and Readiness of SE

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Indicator** | **Average Score** | **Standard Deviation** |
| 1 | Formulation of goal | 3.57 | 0.74 |
| 2 | Formulation of competence | 3.36 | 0.73 |
| 3 | Administrative requirements | 3.50 | 0.92 |
| 4 | Registration to SE | 3.43 | 0.99 |
| 5 | Location desicion | 3.36 | 0.98 |
| 6 | SE Guide book | 3.36 | 0.91 |
| 7 | Online SE infrastructure | 3.07 | 0.81 |
| 8 | Involvement of superintendent | 3.21 | 0.78 |
| 9 | Involvement of supervising teacher | 3.29 | 0.89 |
| 10 | Availability of education staff | 3.29 | 0.81 |
|  | Overall Average | 3.34 | 0.85 |

As can be seen in Table 1, the quality of planning and readiness of online SE is in good category with overall average of 3.34 with standard deviation of 0.85. Extra attention needs to be paid to online SE infrastructure indicator which is the lowest of all. This result is in line with the research result of Aziz and Hakim (2020) which shows the problems found in online classes in Sports Science study program of Unesa. The problems include internet data quota and unstable internet signal from cellular provider, in addition to heavy workload and short deadlines of course tasks. As such, online learning infrastructures such as data quota, internet signal, and gadget are very important in making sure SE course is carried out successfully.

In SE design aspect, the following result is obtained.

**FIGURE 1.** Students’ Response on Online SE Design

Analysis shows that implementation, report format, and evaluation format need further improvement. Yaya Suryanta, et al. (2020) in their research on online learning management in UIN Sunan Gunung Djati Bandung found that empathy-based online learning management has positive correlation (0.42) with students’ learning motivation retention in Covid-19 pandemic situation. Empathy-based online learning management contributed 16.1% in keeping students’ learning motivation high. Adopting better management (administration, report format, and evaluation format) should effect students’ learning motivation and competence in online SE process.

**FIGURE 2.** Students’ Response on SE Implementation

The result of online SE process evaluation can be seen in Fig. 2 above. Figure 2 shows the lowest scoring indicator in SE implementation evaluation is student observation and report card with score of 3.29 and standard deviation of 1.24. This shows students experience problem in observing students in online setting. This is one of the weaknesses in online SE process.

**TABLE 2.** Students’ Response on Benefits of online SE

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Indicator** | **Average score** | **Standard deviation** |
| 1 | Goals and outcomes | 3.50 | 0.99 |
| 2 | SE to competence | 3.57 | 0.91 |
| 3 | SE to report content | 3.86 | 0.84 |
| 4 | SE length to students’ competence | 3.64 | 0.91 |
| 5 | Work to students’ competence | 3.57 | 0.91 |
| 6 | Guide to evaluation system | 3.57 | 0.91 |
| 7 | Report content to students’ competence | 3.57 | 0.91 |
| 8 | Students’ competence to students’ score | 3.71 | 0.97 |
|  | Overall average | 3.63 | 0.92 |

As can be seen in Table 2 above, benefit of online SE with the highest average score is SE to report content which has a score of 3.86 with standard deviation of 0.84. Hidayat, Makhrus, and Darmawan (2021) found in their research that after taking SE course students are able to prepare their own lesson plans, material, evaluation instrument, and learning media suitable for the subject. Student teachers are given the opportunity to perform evaluation on the teaching-learning process using the instrument. SE also build student teachers’ character to be role model to their students.

Overall evaluation of online SE in BEE UNIMED using DEM can be seen in Fig. 3 below.

**FIGURE 3.** Overall Evaluation Result of All Aspects

Analysis shows that the lowest evaluation score is in product aspect. Further analysis shows that students’ competence in online SE needs more attention in order to increase the quality of SE course in BEE UNIMED. Rahmadiyani et al. (2020) found out that SE course provides opportunity to students to experience being a teacher in school environment. SE cource has a significant effect on interest in becoming a teacher with a partial determination coefficient of 0.362. This shows that SE course contributes to the interest in becoming a teacher.

This experience outside the boundary of study program is an implementation of MBKB policy. Positive experience during SE increase students’ interest to work as a teacher after graduating. Experience is an intrinsic factor which affect one’s interest to work as a teacher, and SE provides it. SE course be able to train, develop students' abilities and skills in implementing knowledge as a teacher by dealing directly with school institutions. With the Se course, students will know the duties, obligations, and responsibilities of a teacher. Bergmark Ulrika et al. (2018) the results indicate the value of organising teacher education programmes drawing on multiple motives, which is expected to contribute positively to completion of teacher education and teacher retention in future profession.

Randi K. Hidayat, et al (2011) found out that SE course implemented can improve students' abilities in preparing lesson plans, teaching materials, evaluation tools, and learning media, assessment activities, and value analysis. SE course contributed 50.4% to interest in becoming a teacher (Sinaga, Kartinoko and Suarman, 2021). In other words, improving online SE course experience as an implementation of MBKB policy increases students’ competence according to the needs of education system.

# CONCLUSIONS

Based on the result and discussion, it can be concluded as follows: 1) quality of planning adn readiness of online SE, 2) quality of SE program design (design, process, administration, instrument, report, and evaluation system), 3) quality of SE process, 4) quality of result/product from online SE, and 5) quality of benefits of online SE; are all in good category. Online SE implementation starting from planning, process, guidance from supervising teacher and lecturer, and evaluation system was carried out well. This shows that one of the implementations of MBKB policy, being an assistant in an education uni, in BEE was carried out well. To increase the result/product of online SE, the quality of guidance and evaluation systems need to be improved, leading to higher level of competence after students took online SE course.

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