

Contribution of Organizational Activity to Teacherpreneur Student Teacher Candidates

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Keywords

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Abstract

The purpose of this study was to determine the contribution of organizational activity to teacherpreneur students at Universitas Sarjanawiyati Tamansiswa's Faculty of Teacher Training and Education. This is quantitative descriptive research with a student population active in the management of student organizations during the academic year 2021/2022. This study employed a purposive sampling technique to collect data from 55 active students and a questionnaire that was validated with a product moment error rate of 5%, yielding 19 valid items of organizational activity instruments and 30 valid teacherpreneur items. The organizational activity Cronbach's alpha coefficient is 0.912, while the teacherpreneur coefficient is 0.89. This investigation employs descriptive statistical analysis methods, validation tests, analysis prerequisite tests, and hypothesis testing. 1) Organizational activity contributes 36.2% to student teacherpreneurship, with good teacherpreneurship and very active organizational activity. Students who participate in organizations can develop into teacherpreneurs who are self-assured, creative, innovative, result- and future-focused, willing to take risks, and able to sustainably develop themselves in order to achieve goals and enhance the quality of education.

Introduction

The problem of teacher quality and quantity has not yet been resolved. The supply-demand gap, where each year LPTKs graduate 350,000 teachers, while the demand for teachers is a maximum of 150,000 (Tim Kemdikbudristek, 2020), means that there is an excess of 200,000 teachers annually. 95% of LPTKs, especially private ones, are considered not to meet quality standards, the reason being that most graduates from private LPTKs and non-LPTK universities are suspected to have not met teacher education standards (Taruna, 2019). Similarly, the results of the Teacher Competency Test (UKG) in 2019 showed the highest average score achieved by elementary school teachers was 54.8 and high school teachers were 62. On average, the UKG score was only 57 out of a maximum score of 100 (one hundred) (Totok A. Soefijanto, 2016). On the other hand, there are 1.2 million student teacher candidates from 400 state and private LPTKs whose number exceeds the estimated teacher needs due to retirement which averages around 40,000 people per year (Vandalita M.W Rambitan, 2016). There are 912,505 teachers who are unfit to teach and even unfit to be teachers, consisting of 605,217 elementary school teachers, 167,643 junior high school teachers, 75,684 high school teachers and 63,961 vocational school teachers. In addition, it was recorded that 15% of teachers taught not according to their expertise or field (Prasojo, n.d.).

In 2021, the Ministry of Education, Culture, Research, and Technology will open the PPPK selection for Functional Positions (JF) for Teachers (Peraturan Pemerintah Nomor 49 Tahun 2018 Tentang Manajemen Pegawai Pemerintah Dengan Perjanjian Kerja, 2018). Work with contractual agreements must certainly be able to improve its performance consistently and sustainably, considering that there has been a shift in the industrial era to a knowledge-based economy marked by increased digitization with four factors of change, namely: 1) increased data volume, computing power, and connectivity; 2) emergence of business analytics, capabilities, and intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) improvement of digital transfer instructions to the physical world, such as robotics and 3D printing (Lee & Lee, 2018).

A tough challenge for Educational Institutions and education personnel (LPTK) in preparing teachers and educators who are related to the needs of the times. To overcome this situation, the Ministry of Education and Technology launched the Independent Learning and Independent Campus (MBKM) policy (Direktorat Jenderal Pendidikan Tinggi Kemdikbud, 2020). to ensure the freedom of students to determine their choice of learning patterns so that they are more agile in the face of increasingly complex, constantly changing and uncertain conditions (*Pedoman Program Kemitraan Dosen LPTK Dengan Guru Di Sekolah Tahun 2022*, 2022). LPTKs must provide the broadest and contextual provisions and experiences for students in order to survive and adapt to various changes (Bhakti, 2016). So, prospective educator students and educational staff must have an entrepreneurial spirit, besides being ready to become educators in accordance with their main duties and functions as good and professional teachers, they are also ready to prosper their families, communities and nations creatively, independently, and innovatively. Teachers who have and develop an entrepreneurial spirit are said to be teacherpreneurs (Iswan; & Dirgantara, 2020).

Many efforts have been made by the Government through the Ministry of Education and culture, regional education offices, schools, and teachers to develop a sustainable self, such as through training, workshops, and on-the-job training. However, there are also many obstacles faced by teachers to carry out sustainable self-development, such as; busy teachers with learning tasks, school administration, less ability to divide time, and even teachers who have businesses outside of their profession as teachers (Endang Mulyatiningsih & Sutriyati Purwanti, 2014).

Teacherpreneur character cannot be done instantly on teachers who are already busy with various learning tasks and other school administrators, but need to be built, familiarized, and developed since teacher students take their education in LPTK. Various student activities formed in student activity units can be used as a forum for developing teacherpreneur character for prospective teacher students. In the digital era with the development of technology and communication today, it is an opportunity as well as a challenge for the community in making various breakthroughs for self-development so that they can gain benefits for a better life. Especially for prospective vocational teachers who have very open opportunities to develop themselves as teacherpreneurs who support their profession as teachers.

Currently, the curriculum implemented by national universities applies an independent curriculum, as does the curriculum that has been implemented in FKIP UST. The independent curriculum provides opportunities and opportunities for students to choose learning activities outside of campus according to their passion. Offered 9 forms of learning activities that can help students to develop themselves according to their needs. In addition, the academic atmosphere created by FKIP UST encourages students to be active in various campus and

organizational activities through various student activity units that can provide the experience and soft skills needed when entering the community and being successful in life. Based on the background of the problem described above, a teacherpreneur character development strategy is needed for teaching students at the LPTK in Merdeka Learning through scientific and systematic research.

Method

This research uses quantitative descriptive research to describe or explain the actual situation by connecting each research variable. This type of research is also to collect data on indicators in the study, namely organizational activity towards teacherpreneur students of FKIP UST Yogyakarta. The research was conducted from July 2022 to August 2022 and took place at FKIP UST Yogyakarta. The variables in this study are student and teacherpreneur organizational activity variables. The data collection technique used a questionnaire which was first carried out on the validity and reliability of the research questionnaire (Azwar, 2004) (Sugiyono, 2018). The results of the validity test of the organizational activity variable using the Product Moment formula using the IMB SPSS Version 25.0 software for windows with a significance level of 0.05 obtained 19 valid items, and 30 valid teacherpreneur items. Reliability test using Cronbach's Alpha formula obtained teacherpreneur reliability values of 0.899 and 0.912 organizational activity instruments which showed very reliable.

The population in this study are students who are active in the management of the organization for the 2021/2022 academic year by using non-probability sampling with purposive sampling technique with consideration for this research sample to be selected among the population as desired by the researcher, so that the sample can represent the desired population characteristics (Sugiyono, 2018). The sample size is determined by using the Slovin formula in the sample calculation with an error rate of 10% as many as 55 students.

The data collection technique in this study was using a collection of research questionnaires/questionnaires. The data collection technique used a closed questionnaire, which is a questionnaire whose answers have been provided so that respondents just choose or give a check list on one of the alternative answers according to the respondent's circumstances. The instrument used in this research is a statement questionnaire in the form of a Likert scale (Ahmad, 2018).

This study uses descriptive quantitative data analysis techniques. This analytical technique displays research data that will be tested for the level of organizational activity on teacherpreneur students of FKIP UST Yogyakarta in the 2021/2022 academic year. This technique uses descriptive statistical testing to analyze the data with a description technique or describe the data in the form of numbers and then generalize or conclude the results.

Results and Discussion

Based on teacherpreneur data analysis in Figure 1, it shows that 23.64% of student-teacher respondents have a teacherpreneur spirit in the very good category, 47.22% in the good category, and 29.09% in the poor category.

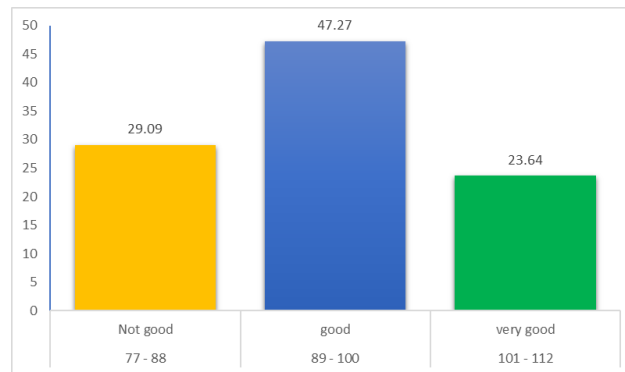


Figure 1. Teacherpreneur Frequency Distribution

Students of FKIP UST Yogyakarta are prospective teachers who are oriented to the quality of superior graduates and are characterized by the teachings of Tamansiswa. This was stated by (Siti Mariah, 2017) that "the basic principle of Tamansiswa that guides a teacher is known as the Triloka, namely: Ing Ngarsa Sung Tuladha Ing Madya Mangun Karsa, Tut Wuri Handayani" which means in front of setting an example, in the middle building motivation, behind giving support. As a prospective teacher, of course, you must have creativity and innovation as well as strategies in learning. This creativity can be obtained during studies such as activities in the classroom based on the field of concentration majors occupied by students. In line with that, (Sumiyati, 2017) reveals that "educators who have a teacherpreneur spirit are educators who have leadership traits, master innovative teaching strategies, have teaching ideas and strategies so that institutions can achieve high success, have the skills and commitment to pass on his expertise to others. Teachers who have strategies in learning will provide positive energy to students.

Figure 2 shows that 41.82% actively participate in student organizations in the very active category, 41.82% in the active category, and 16.36% in the less active category.

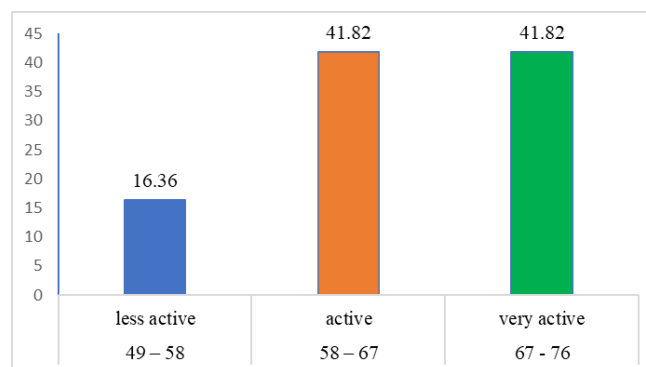


Figure 2. Organizational activities frequency distribution

Students who are active in participating in organizational activities have an inherent character in them. This was expressed by Ira Lusiawati (2020: 76) who stated that "the role of this organization is to create a leader-spirited character and have high loyalty with courage, responsibility and foster citizenship skills". The need to instill positive character values for students will produce quality graduates, especially in FKIP UST Yogyakarta as a prospective teacher who is tasked with being an educator, of course, must have positive characters in him. The reality is that what happens is related to the character that prospective teachers should have. (Mariah, 2017) revealed that "character development has not been fully dedicated to a comprehensive attention to efforts to achieve national education goals". The statement explains

that character building has not yet fully paid comprehensive attention to efforts to achieve national education goals. Various news about education problem in Indonesia, such as: selling case of exam key, cheating contest, plagiarism, student brawl, criminal case done by student, even teacher dishonesty because collecting data/false evidence to complete portfolio in fulfilling requirement.

The results of testing the Pearson product-moment hypothesis using the SPSS 25.0 software tool obtained a count of 0.362 and a significance value of 0.007. Provisions for making decisions on whether the hypothesis is accepted or rejected are based on the magnitude of the significance value. If the significance value is less than or equal to 0.05 (≤ 0.05), then the hypothesis is accepted. The results obtained a significance value of $0.007 < 0.05$; it is concluded that the hypothesis which reads "organizational activity does not contribute to teacherpreneur students of FKIP UST Yogyakarta academic year 2021/2022" is rejected, while the alternative hypothesis which reads "organizational activity contributes to teacherpreneur students of FKIP UST Yogyakarta academic year 2021/2022" is accepted.

Table 1 hypothesis test results

| Correlations | | | |
|--|---------------------|-------------------|----------------|
| | | Activity organize | Teacherpreneur |
| Activity organize | Pearson Correlation | 1 | .362** |
| | Sig. (2-tailed) | | .007 |
| | N | 55 | 55 |
| Teacherpreneur | Pearson Correlation | .362** | 1 |
| | Sig. (2-tailed) | .007 | |
| | N | 55 | 55 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The results of the correlation coefficient with a significance level of 0.05 (5%) then obtained r table of 0.266 based on the number of 55 subjects (N) and r count 0.362. It can be understood that $r_{\text{arithmetic}} 0.362 > 0.266$ and the correlation between the independent variable (organizational activity) and the dependent variable (teacherpreneur) is positive and by taking into account the correlation coefficient of 0.362 means that the correlation is low.

Qualified teachers, not only teach and educate but are also able to compete in the global market to sell intelligence and become teacherpreneur. Teachers who have creative and innovative businesses and works relevant to their profession are also called teacherpreneur. The achievement of an educational goal, one of which is determined by the teacher, according to (Abdillah, 2020) where "teachers must be able to facilitate an active learning process, teachers are required to be able to arouse the interest and abilities of students in optimizing their potential". Teachers must be able to become the movers of students in developing the potential possessed by students.

Campus organizational activities have a role that can spur teacherpreneur students to develop their potential. This is in line with (Hendarwan, 2019) who stated that an "organization is a vehicle for self-development of talents, interests, and potential for activists in the organization". Students who are active in participating in organizational activities tend to have more opportunities to improve their teacherpreneur spirit. Student organizations continue to develop into self-development forums for students to channel their interests, talents, knowledge and future professional directions (Suroto, 2016). Campus organizations can be a place for students to develop their potential according to their scientific fields and become professional

educational candidates in their fields (OECD(a), 2018). Through organizational activities, students tend to be able to think critically in solving a problem, because indirectly students can use the experiences gained in the organization or gained in courses in the classroom to contribute to the world of education. Students who are active in participating in organizational activities have an inherent character in them. This was expressed by (Prihaswati & Astuti, 2016) who stated that "the role of this organization is to create a leader-spirited character and have strong loyalty, tall with courage, responsibility and grow citizenship skills". The need to instill positive character values in students will produce quality graduates, especially in FKIP UST Yogyakarta as prospective teachers who are tasked with being educators, of course, must have positive characters in themselves. The reality that happened was related to the characters who should be owned by prospective teachers according to (Mariah, 2017) revealing that "character development has not fully dedicated a comprehensive attention to efforts to achieve national education goals". The statement explains that character building has not yet fully paid comprehensive attention to efforts to achieve national education goals.

Student organizational activity can affect teacherpreneur student teacher candidates. Students who are actively involved in organizational activities can develop knowledge and skills, and are able to solve problems and are sensitive to the development of globalization. This affects the quality of graduates as prospective teachers who will deal with students, teachers must update in developing creativity in learning and be able to adapt to students. Organizations have a positive effect on student achievement because students who are active in organizations get many benefits that are not obtained in lectures (Sholikhah, 2018).

Without a forum, the talents of students will be wasted. Therefore, campus organizations can be a forum for student self-development according to their talents and interests (Hapsari, 2018). The development of student potential is facilitated by giving students the freedom to choose places that can be used to increase their potential. Students can develop their potential both in interests and talents, develop critical and solution thinking and develop spiritual knowledge. The holding of student activities aims to improve the quality of students themselves so that they become useful and high-value students. The campus environment is an external factor that comes from outside the individual. The purpose of the campus environment as an external factor can be in the form of conditions in the classroom during lectures (taking lectures on time, doing college assignments, understanding lecture materials and so on) or conditions outside the classroom which include community or student activity in participating in campus organizations.

Conclusion

Organizational activity contributes to teacherpreneur student teachers with teacherpreneur level in the good category and student organizational activity level in the very active category. The activeness of student organizations towards teacherpreneurs shows a contribution, this can be a reference that students who actively participate in student organizations have the opportunity to become teacher candidates with teacherpreneur spirit.

Recommendations

Student activity units are facilitated and encouraged to be more active and support the realization of FKIP's vision of producing educators who glorify and educate the nation's life

based on Tamansiswa teachings. Teacher students who are active in the management of student organizations must be able to manage study time well so that student activity in organizations does not interfere with lecture time and does not affect the Achievement Index (IP) of students so that they can graduate on time. Every organizational activity can be a provision for students to think critically, creatively and innovatively as prospective teachers who have the spirit of teacherpreneur.

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