



IMPROVING THE QUALITY OF GRADUATES THROUGH TEACHING PRACTITIONERS ON-CAMPUS

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Abstract--Learning foreign languages is able to provide job opportunities in various fields of industry and business, such as tourism, banking, manufacturing, plantations, and social humanity. In the world of tourism there are job opportunities such as hospitality, translation, tour guides, traveling, and so on. Based on the results of the analysis, the applied learning process still needs improvement and still focuses on theoretical studies. This causes students to have a low chance of getting a job in the fields mentioned above. This study aims to increase the experience and broaden students' knowledge with the presence of teaching practitioners. The method used is the Action Research model (action research) by bringing in practitioners to teach. The data analysis technique used is quantitative and qualitative analysis techniques by calculating the percentage of the questionnaire respondents. Based on observations, learning with practitioners can be categorized as as a very effective learning tool to encourage students to keep the spirit of learning and an effective means to transfer work experience in the field to the campus world.

Keywords: *Foreign language, Practitioner*

INTRODUCTION

Language is a communication tool and has a very important role in life. Alwasilah (2008:4) says that language is a tool to manifest thoughts about facts and reality which are represented through sound symbols. Language and thought have a reciprocal relationship, meaning that the form of language used will be influenced by the human mind, on the other hand, language can affect the way people think because language stands behind culture. This means that language has an influence on the development of human thought patterns.

The development of science and technology today has an influence on life. However, most areas of technology are written in English or another foreign language. With the problems that arise, people think that mastering one language is not enough so that there is a need for foreign language learning. This thinking becomes the basic background for the implementation of foreign language learning at various levels of education. Mastery of foreign languages will be the door so that the Indonesian people can interact in a global society. This aspect of globalization is one of the reasons why English and other foreign languages need to be taught in education.

In universities, especially those who study the field of linguistics, it is often associated with the tourism industry. Because learning languages, especially foreign languages, can provide job opportunities in the tourism industry such as hotels, translators, tour guides, travel and others. Medan State University has study programs that study foreign languages, namely German Language Education Study Program and French Language Education Study Program within the Foreign Language Department, both study programs apply courses related to the tourism industry.

Übersetzung is one of the courses taught at the Unimed German Education study program. This course aims to produce students who are competent in the field of translators and have opportunities in the field of tourism. *Français de l'hôtellerie* is one of the subjects taught in the French Language Education study program. This course aims to produce students who are competent in the hospitality sector and have the opportunity to work in the hospitality industry.

Each learning activity produces a distinctive change as a result of learning. Student learning outcomes are essentially changes covering the cognitive, affective and psychomotor



fields that are oriented to the teaching and learning process experienced by students (Sudjana, 2009:3). Meanwhile, according to Gronlund (1985) learning outcomes are a part of the lesson, for example a unit, section or certain chapter regarding certain materials that have been mastered by students. Learning outcomes can be interpreted as the maximum results that have been achieved by students after experiencing the teaching and learning process in studying certain subject matter. Learning outcomes are not absolute in the form of values, but can be in the form of changes or improvements in attitudes, habits, knowledge, tenacity, fortitude, reasoning, discipline, skills and so on that lead to positive change.

Learning outcomes can be achieved by students through efforts to change behavior which includes the cognitive, affective and psychomotor domains, so that the goals that have been set are achieved optimally. The learning outcomes obtained by students are not the same because there are several factors that influence their success in the learning process. According to Sugihartono et al (2007:76-77), the factors that influence learning are of many kinds, but can be classified into two groups, it is internal factors and external factors. When in the learning process students do not meet these factors well, then it will affect the learning outcomes achieved by students. Therefore, to achieve the planned learning outcomes, a teacher must pay attention to the above factors so that the learning outcomes achieved by students can be maximized.

The results of foreign language learning are not only able to understand the theory but also should understand the state of the field. One of the efforts to overcome this is to bring in practitioners to teach the courses that have been determined. The definition/meaning of the word 'practitioner' in the Big Indonesian Dictionary (KBBI) is executor: he is a business person. A practitioner is a person who is an expert in a field but he is engaged in the industrial world, the practitioner is clearly not a teacher, lecturer, or instructor. The practitioner is usually known as a 'pro' or 'professional'. It can be concluded that practitioners will find it easier to go into the field in working on a project, practitioners are suitable to be team leads in a project because the advantage of the practitioner type is that they can quickly solve problems/troubleshooting quickly.

Teachers and Practitioners are two things that share equally formidable obstacles. If in the world of practitioners there is such a thing as a rank/structural level such as supervisors, managers and others along with their allowances, in the world of education there is also a level of expertise following the allowances. The difference is, usually, practitioners will be monitored and required by superiors, while in the world of teaching, especially lecturers, although there is a structure, in fact the lecturer is the boss for himself, including regulating when it's time to get promoted. Thus, the existence of practitioners as external factors to student learning outcomes will allow them to improve and help achieve learning objectives.

RESEARCH METHOD

This study uses an action research model (action research). Davison, Martinsons & Kock (2004), mention action research, as a research method, founded on the assumption that theory and practice can be closely integrated with learning from the outcomes of planned interventions after a detailed diagnosis of the context of the problem. Davison, Martinsons & Kock (2004), divide Action research into 5 stages which are cycles, namely

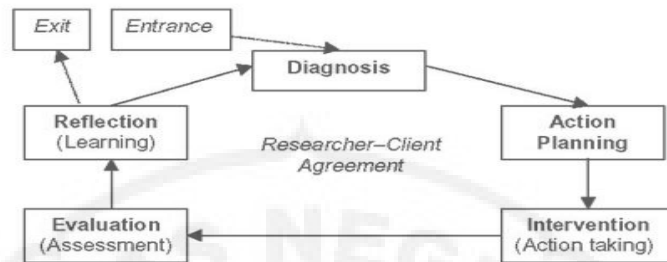


Figure 1. Action Research Stage

The first step is to identify the main problems that exist to become the basis for groups or organizations so that changes occur, to improve student learning outcomes. At this stage, it will be done by distributing questionnaires and conducting field observations of students. The second step is to make a plan from the results of problem identification. By paying attention to the needs and conditions of students on learning outcomes, there will be practitioners to teach in the classroom. The third step, practitioners will be invited to teach a predetermined course for one semester. This process will take place for the next semester's learning process. Next, evaluate the learning process and review student learning outcomes after there are practitioners in the classroom. Finally, all the criteria in the learning principles must be studied, changes in the situation evaluated and reflected on the project results. The overall outcome is considered in terms of its implications for subsequent actions.

This study uses field observation data collection techniques and questionnaires. Field observation technique is to observe field conditions to identify problems. This technique is carried out at an early stage before conducting research. Questionnaire technique is to make a questionnaire to find out the opinions of students. This technique is carried out in the early stages as problem identification and the final stage as evaluation material. The data analysis technique used quantitative and qualitative analysis techniques by calculating the percentage of the questionnaire respondents. Based on the results of this study, it will be interpreted through the percentage level of achievement, giving meaning and making decisions using a comparison table Sudjana, 2005

Table 1. Achievement level (Sudjana, 2005)

Achievement level	Qualification
90% - 100%	Very well
75% - 89%	Well
65% - 74%	Quite
55% - 64%	Less
0% - 54%	Very Less

The population and sample in this study were German Language Education Study Program students who took the *Übersetzung* (translator) course and French Language Education study program students who took the *français de l'hôtellerie* (French language for the hotel industry) course.

FINDINGS AND DISCUSSIONS

Student learning outcomes have been observed by the subject lecturers. Based on the results of these observations, it is stated that students have understood the theory that has been given. However, when observed in the field, there are still many students who have become



alumni who do not work in the industrial sector. This prompted the department to try to overcome this problem by bringing in practitioners. Practitioners were brought in several courses in the French language education study program and the German language education study program. Some practitioners have been brought in and have finished their program, and others are still in the process. The practitioner who has been brought in is Mrs. Meyrani Siahaan, S.Pd., M.Pd., an alumni of the Unimed French language education study program who once worked at the Institut Français d'Indonésie (IFI) of the French Embassy in Jakarta. This program is under the responsibility of Mrs. Dr. Elvi Syahrin, M.Hum. who teaches the *Français des Affaires* course. The team of lecturers who are in charge of the course is Mrs. Dr. Rabiah Adawi, M. Hum., Mr. Dr. Balduin Pakpahan, M. Hum., and Mrs. Ria Fuji Destiara, M.Pd. Together with the team of lecturers who teach these courses, practitioners are asked to share knowledge and experiences with students. Practitioners in detail explain the material in the form of field experiences in the world of work that make students truly enlightened.

The thing that distinguishes practitioners and lecturers is the experience in the field. Practitioners deliver material by presenting practical experiences in the form of delivering a number of direct problems with solutions. Described by practitioners of field problems that will be faced later by students when working. At the same time, direct solutions are offered by Practitioners, and it is Practitioners' hands-on experience at work. The survey of student satisfaction with lectures with practitioners is clearly visible with student statements stating that this practitioner lecture is very useful, effective, and able to increase student motivation to continue learning.

CONCLUSION

Foreign languages can be an opportunity to get a job in the tourism industry such as hotels, translators, tour guides, travel and others. Medan State University has study programs that study foreign languages, namely German Language Education Study Program and French Language Education Study Program within the Foreign Language Department, both study programs apply courses related to the tourism industry. Based on the results of the analysis, the applied learning process still needs improvement and still focuses on theoretical studies. This causes students to have a low chance of getting a job in the fields mentioned above. Students need practicing lecturers who can enrich their practical experience because most of them have mastered theory in learning. The courses that will be taught by practicing lecturers are Français de l'hôtellerie in the French Language Education study program which aims to produce competent students in the hospitality sector and Übersetzung in the German Language Education study program which aims to produce competent students in the field of translators.

For suggestion, this research is recommended for foreign language study programs that teach courses in the tourism industry.

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