

DEVELOPING TEACHING INSTRUMENT BASED ON SYNERGY OF RESEARCH FINDING AND SOCIETY SERVICE

Wahyu Tri Atmojo, Marice, Basyaruddin, Wahyu Wiji Astuti

FBS Unimed

E-mail: wahyu3mojo@yahoo.com

Abstract: The study aims firstly, to find out the model of teaching instrument which is arranged by lecturers at Language and Art Faculty (FBS), UNIMED. Secondly, the study aims to explain the teaching instrument based on research findings and society service, and thirdly, to arrange the activities to develop teaching instrument based on synergy of research findings and society service done by lecturers at FBS Unimed. Based on the research findings, the writers concluded that the samples of the Semester Lesson Plan (RPS) which were arranged by lecturers had followed the guidance in RPS arrangement. It means that all the components that must be exist in RPS has been included in all lesson plans. The components of integrated research findings and society service were little. It found that 80% of lesson plan at Prodi Sastra Indonesia has been integrated research findings and society service in RPS. Meanwhile, 60 % of lesson plan at Prodi Sastra Inggris, Prodi Pendidikan Tari, and Prodi Pendidikan Bahasa Indonesia has been integrated research findings and society service in RPS. Moreover, 50% of lesson plan at Prodi Pendidikan Musik, Prodi Pendidikan Bahasa Perancis, and Prodi Pendidikan Bahasa Inggris has been integrated the research findings and society service in RPS. And, 40 % of lesson plan at Prodi Pendidikan Seni Rupa, Prodi Pendidikan Bahasa Jerman has been integrated research findings and society service in the lesson plan. The effort that has been done to develop teaching instrument was by conducting Group Discussion Forum (FGD) in developing semester lesson plan, arranging teaching material and improving the number of research and society service proposal that involved students, and also integrating research findings and society service in 6 assignments based on KKNI. The forum also motivates the students in conducting PKM.

Keywords: Teaching Instrument, Semester Lesson Plan, Research and Society Service Integrated

Based on the laws no 12 /2012 about higher education clause 35 verse 2 stated that Higher education curriculum is developed by each unit of college in reference to National Higher curriculum standart for each departement covering development of intellectuality, behaviour and skill. The concept of National indonesian qualification (KKNI) under presidential decree no 8 /20102, considered as the quality of human Indonesian resources where its levels go with the capacity and achievement found in learning outcomes.

Government policy on improving higher education of some, is by improving learning tools and devices that is synergized with the result of study and public service. Device learnings have been framed by the technology usage (IT ICT), and effectively used and applied in research and society service. Hence, renewing the medias and devices of learning is deadly needed.

Constructing lesson plans by collaborating reseach outcome with society service becomes an consideration to adapt and improve the former one so it is accepted as the anwer of this paper. Similarly, the practices done in public services should be sincronized with lesson plan of university. At last, hopefully it might create a model lesson plan to improve the teaching material.

For the sake of similarity of teaching instrument structure presentation which is synergized with the research outcome and public service, the workshop of teaching instrument arrangement is done. This workshop involves expterts as speakers to build up the lesson plan by synergizing the research outcome and public service. From this activity the participants, lectures, are hope to create their own lesson plan. This teaching instrument can be considered good because it is made by team teaching. Based on this idea, it is needed to implement and improve the teaching instrument on the basis of research outcome and society service.

The Problem of the Study

The problem of this paper are

1. How is the teaching instrument made by lecturers in Language and art faculty ?

2. How is the teaching instrument which is made on the basis of research outcome and society service ?
3. What efforts should do to improve the teaching instrument on the basis of research outcome and society service?

The Objectives of the Study

The objectives of this study are

1. To know how the teaching instrument made by the lecturers in Language and Art faculty?
2. To elaborate teaching instrument on the basis of research outcome and society service?
3. Constructing an activity to improve the lesson on the basis of research outcome and society service by lecturers in Language and Art faculty (FBS)?

The Outcome of the Study

The outcomes of this research are

1. A form of the teaching instrument on the basis of research outcome and society service
2. A teaching instrument on the basis of research outcome and society service.
3. An article for national journal under ISSN

The Target and Contribution of the Study

Research target is development of the teaching instrument on the basis of research result and society service. By implementing this development, it is hope it will increase teaching quality and motivation to teach. The contribution of this paper is hopefully all lecturers in Language and Art faculty would like to construct the teaching instrument on the basis of research outcome and society service. The quality of learning and student's motivation will grow up.

RESEARCH METHOD

Location and Time of the Study

This research of this reseach was done in Language and Art faculty (FBS) in each department. The duration was 3 months from Juni to August 2017

The Subject of the Study

The subject was done to look over about the learning device used in language and Art faculty for even term academic year 2016/2017 and odd term academic year 2017/2018. The population was 243 subjects as follows

Tabel. 1.Total of Recapitulation

NO	PRODI	JUMLAH RPS		
		SEM I	SEM II	SEM III
1	Pendidikan Bahasa Indonesia	8	10	10
2	Sastra Indonesia	8	8	9
3	Pendidikan Bahasa Dan Sastra Inggris	9	8	7
4	Sastra Inggris	10	10	9
5	Pendidikan Bahasa Jerman	8	8	7
6	Pendidikan Bahasa Perancis	8	9	9
7	Pendidikan Seni Rupa	10	8	8
8	Pendidikan Tari	10	9	10
9	Pendidikan Musik	11	11	11
	TOTAL	82	81	80
		243		

The sample of this study was 90 term lesson plans (RPS) where 5 RPS for even term 2016/2017 and 5 RPS for odd term 2017/2018 from each departement in FBS were taken. The technique of the resarch was used the convience sampling for the sake of easiness.

The Development Model

The model used in this paper was research and development by Broogand Gall (1983) aimed at finding out and creating a certain model, and measuring the effectivity of product. The reseacrh and development was done to look lecturer's works on guiding their students finish their thesis based on the reference of writing thesis approved in the Language and Art faculty

The instrument of the Study

The instrument used in this research was the check list form in order to analyse the completeness of RPS and to see how RPS which integrated with research result and society service.

The Technique of Data Analysis

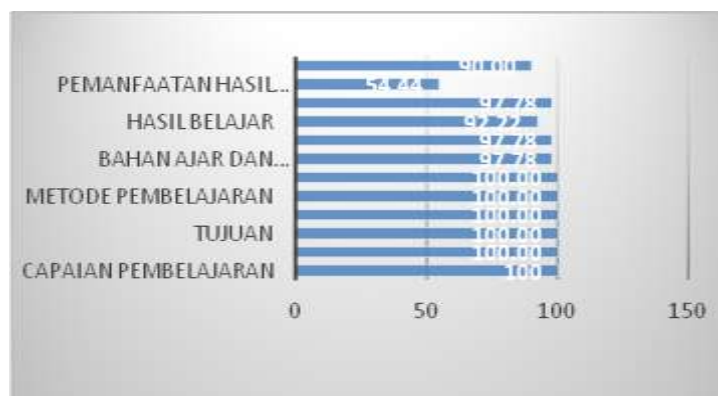
The data collected was analysed through tabel and percentage. The taken technique was going through some phases:

1. First step. All data was tabulated and analysed through descriptive statistic to see the percentatation of RPS is proper and the percentation of RPS using the research result and society service.
2. The second step. All of presented data was discussed by research team in order to make a brief clarification data for the sake of conclusion..
3. After clarification and discussion, the third, a deeper reseach was done and talked in Forum Gruop Discussion as the completeness of reseach result to improve the development of teaching instrument on the basis of the research result and society service.

RESEARCH FINDING

1. Model of Learning Instrument in FBS

Based on the observation on learning instrument, more than 95 % of RPS has fulfilled the proper components in RPS. The components of lecture plan, learning method, study material, goal of learning, competence and learning achievement have fulfilled 100 %. While the smallest component found in RPS was research outcome and society service.



Picture 1. The Percentage of RPS components completeness

Of some compulsory components found RPS in FBS, almost all of compulsory components have been fulfilled. It was looked that the components like lesson plan, learning method, material study, learning goal, leaning competence and outcome have been achieved 100 %. Meanwhile the involvement of teaching material, evaluation and lecture task found in RPS used in FBS have fulfilled 97,78 %. The component of learning outcome was 92,22%, and the work

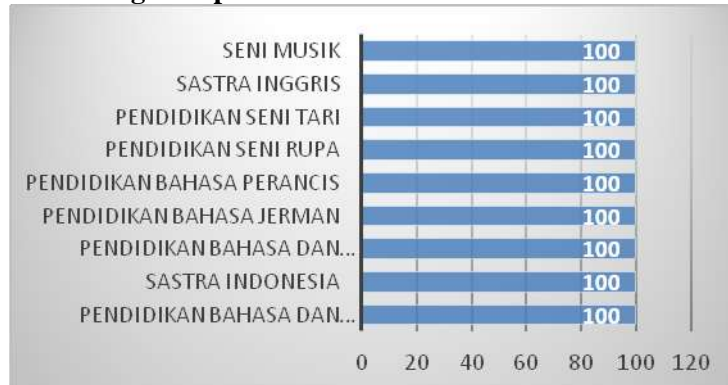
component was 90%. Whereas the component of research result and society service usage was only 54,44%.

If looked from each department sample, the use of these essential components were also high. It can be seen in the following graphic.

The component of Learning Achievement

The component of learning achievement shows that the given samples have fulfilled the adequate learning achievement found in RPS. This is seen from the attendance percentage shows 100 % found in the samples from each department in FBS.

The Component of Learning Competence



Picture 2. The graphic of Learning Competence Percentage Component

This graphic learning competence shows that the taken sample of each department have met the learning competence component found in RPS. This is because the involvement of learning competence percentage has fulfilled 100 % of all RPS samples in FBS.

The competence of Learning Goal



Picture 3. The Graphic of Learning Goal Component Percentage

The graphic of learning goal shows that the sample from each department has met the learning goal in RPS. It is since the learning goal component percentage was 100 % found in all RPS samples in FBS.

The component of Study Material

The component of study material shows that of the samples have met the ideal component of study material in RPS. It is looked when the involvement of component of study material has fulfilled 100 % of all RPS samples in FBS.

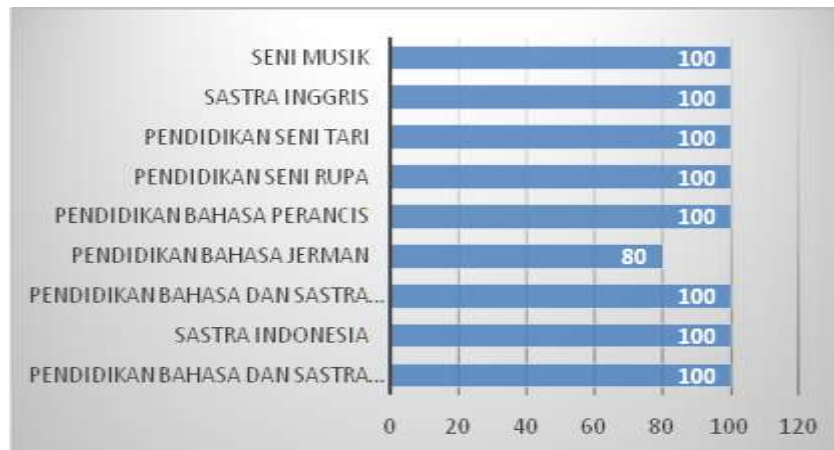
The Component of Learning Method

The component of learning method shows that of the samples have met the ideal component of learning method in RPS. It is looked when the the involvement of component of learning method has fulfilled 100 % of all RPS samples in FBS.

The Component of Lecture Plan

The component of lecture plan shows that of the samples have met the ideal component of lecture plan in RPS. It is because the involvement of component of lecture plan has fulfilled 100 % of all RPS samples in FBS.

The Component of Teaching Material and Learning Resource



Picture 4. The Graphic of Teaching Material and Learning Resource

The graphic of teaching mateial and learning resources shows that of all samples have met the ideal component of teaching mateial and learning resources in RPS. It is because the involvement of component of teaching mateial and learning resources have almost fulfilled 100 % of all RPS samples in FBS, except the departemen of German where it shows 80 % the existance of the teaching mateial and learning resources found in RPS samples.

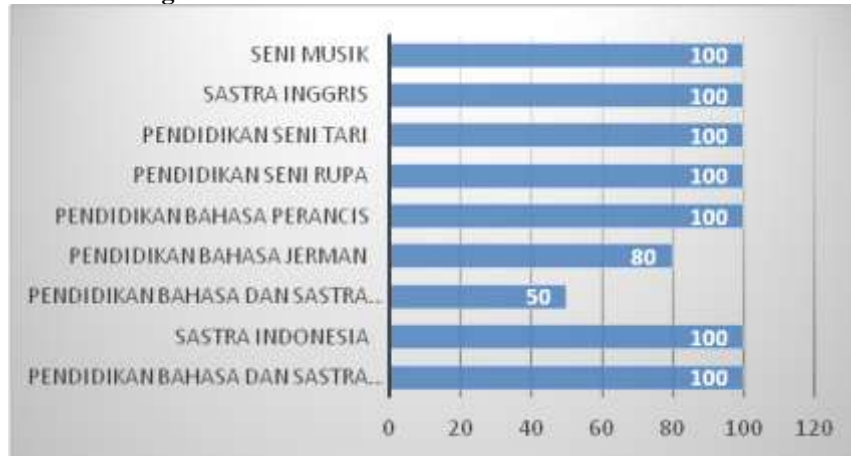
The Component of Lecture Task



Picture 5. The Percentage of Lecture Task Component

The percentation of lecture task component shows that of all samples have fulfilled the ideal component of lecture task in RPS. It is because the involvement of component of lecture task has almost fulfilled 100 % of all RPS samples in FBS, except the departemen of German where it shows 80% the existance of lecture task found in RPS samples.

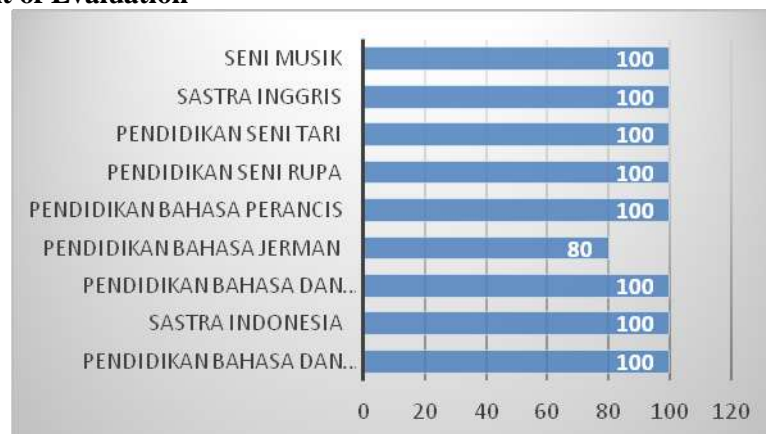
The Component of Learning Outcome



Picture 6. Graphic of Component of Learning Outcome

The component of learning outcome shows that of all samples have fulfilled the ideal component of learning outcome in RPS. It is because the involvement of component of learning outcome has almost fulfilled 100 % of all RPS samples in FBS, except the department of German where it shows 80% the existence of lecture task found in RPS samples. While English department shows 50 % of the learning outcome involvement found in RPS samples.

The Component of Evaluation



Picture 7. Graphic of evaluation component percentage

The component of evaluation shows that of all samples have fulfilled the ideal component of learning outcome in RPS. It is because the involvement of component of learning outcome has almost fulfilled 100 % of all RPS samples in FBS, except the department of German shows 80% the existence of lecture task found in RPS samples. While English department shows 50 % of the evaluation component involvement found in RPS samples.

The component of the use of research result and society service

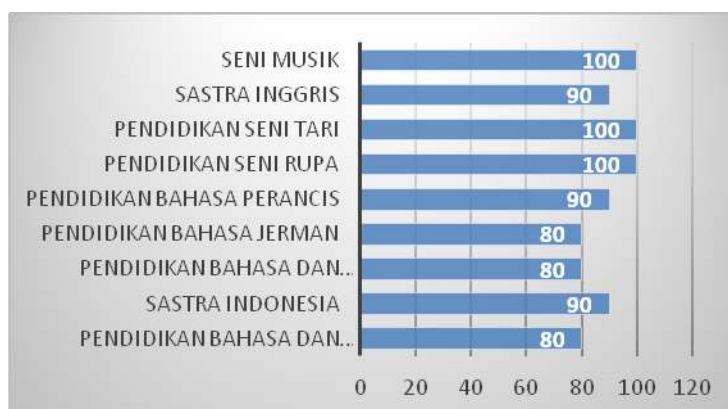
The Graphic of the use of research result and society service component shows that of all samples have still been in low fulfillment for the component of research result and society service in RPS. It is seen in each department where art of music department was only 50 %, English literature was 60 %, art of dancing was 60 %, art of painting was 40 %, France department was 50%, German department was 40 %, English and (English) literature 50 %, Indonesian literature was 80% and Indoneisan and Indoenesian Literature was 60%



Picture 8. The Percentage of Graphic of the Use of Research Result and Society Service

The Component of Worksheet

The component of worksheet shows that of all samples have fulfilled the ideal component of worksheet in RPS. It is because the involvement of component of worksheet has almost fulfilled 100 % of all RPBS samples, belong to art of music, dancing, painting departement. Meanwhile the departement of English literature, France and indonesian literature was 90 % .German departement, English and English Literature, Indonesian Literature was 80 % .



Picture 9. Graphic of Worksheet component percentration

Model of Teaching Instrument Synergizing Research Outcome and Society Service

Referring to ministerial regulation (permenristekdikti) no 44/2015 on clause 12 and 13 in relation to RPS structupre and learning using research and society service. Model of lesson plan synergizing research outcome and society service was still low. It can be seen in the following graphic.



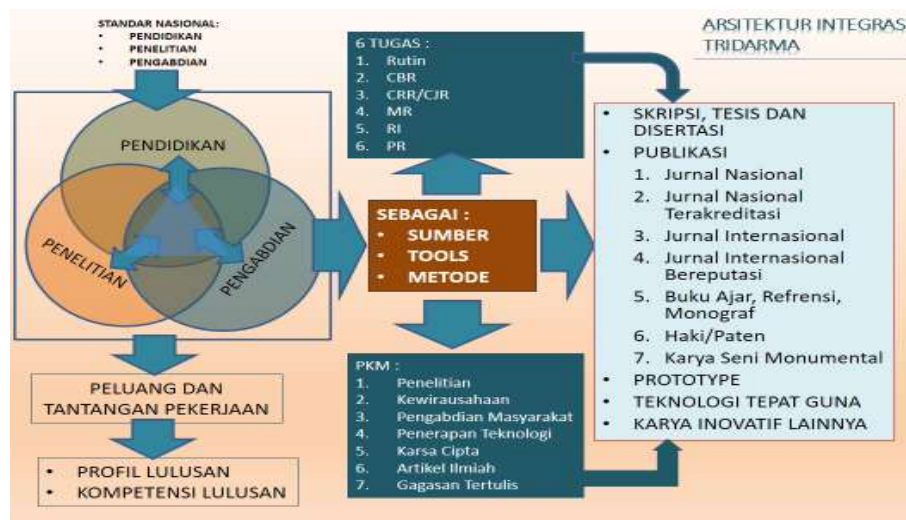
Picture 10. The Graphic of Model of Lesson Plan Synergizing Research Outcome and Society Service usage

From the graphic shows that the highest use of lesson plan synergizing research result and belongs to Indonesian literature department was 80%. After that, department of English literature, dancing, Indonesian and Indonesian Literature was 60%. Meanwhile department of music, France, and English and English literature was 50%. Department of painting and German was 40%

An Effort to Improve the Teaching Instrument Synergizing the Research Result and Society Service by Lecturers in FBS

Some efforts to increase the quantity of lecturer which their research under teaching instrument synergizing research result and society service by attending Forum Group Discussion (FGD). FGD focused on improving teaching instrument synergizing research outcome and society service done on October 2017 under Prof. Dr. Syawal Gultom, M.Pd. as Unimed's rector. He said that there are 3 duties of university has to be integrated. The 3 duties of university have to be integrated for the following reasons

1. Grant the quality of 3 duties of university
 - a. Achievement for university goal
 - b. Granting the quality of study, research and society service
 - c. Supporting University to achieve the national standar (SN)
2. Regulation (ministerial decree) permenristekdikti no.44/2015. As one of the point is
 - √ Under the society service found clause 55
 - a. Solving people's problem by using relevant academic skills
 - b. The use of appropriate technology
 - c. Materials for developing science and technology.
 - d. Teaching material or modul as enrichment learning
 - √ The research result of science and technology development found in clause 56:
 - a. Research outcome to apply directly and is needed by society
 - b. Science and technology development to empower society
 - c. The use of appropriate technology to increase society's welfare and standart living
 - d. Solving problem model, social engineering, or direct policy recommendation for society, trade world, industry, or government
 - e. Intellectual engineering directly applied by society, trade world, or industry.



Picture 11. Schema for Integrating Research Outcome and Society Service in Learning

This schema shows that the integration of 3 duties of university can give chance and manage job challenge by student's adequate competence. This integration also becomes, device, source and method for the students of S1, S2 or S3 in connection with finishing their study. The device, source and method can also be used in scientific publication, making prototype, appropriate technology and innovative work. All can be integrated in teaching learning activity (KBM) by carrying out 6 tasks in KKNi curriculum and student's creativity program (PKM).

As an application for teaching instrument synergizing the research outcome and society service, unimed's rector then simulated it into the following table

Tabel 2. The Simulation of the 3 Duties of University Integration

TABEL INTEGRASI TRIDARMA:

PENDIDIKAN	PENELITIAN			PENGABDIAN		
	SERAGAI SUMBER	SERAGAI TOOLS PERBAIKAN	SERAGAI METODE/POKTN BELAJAR	SERAGAI SUMBER	SERAGAI TOOLS PERBAIKAN	SERAGAI METODE/POKTN BELAJAR
1. KOMPETENSI						
2. MATERI						
3. PROSES						
4. PENILAIAN						
5. PENDIDIK						
6. SARANA						
7. PEMBIAYAAN						
8. PENGELOLAAN						

By applying the integration of 3 duties of university in teaching learning program, 2018 defined targets will be achieved. The targets are

- Increasing the quality of graduation through improving materials, process, scoring system, and management of education, research and service.
- Increasing the quality and quantity of thesis and dissertation through 6 tasks
- Improving the quality and quantity of scientific publication (up to 400 publications in 2018)
- Improving the quality and quantity of research and society service (minimally the big 10 Indonesia)

CONCLUSION

Learning through synergizing research and society service underlying ministerial regulation (permenristekdikti) no.44/2015 gives motivation for lecturer and results better outcome. Learning material developed through research outcome and society service and learning material that will be instruments to conduct research and society service done by lecturer or student can also improve lecturer's work. The material and plan have to be framed in RPS so they can be reference for lecturer to follow.

REFERENCES

- Gall and Borg (1983). *Educational Research, An Introduction*. New York and London. Longman Inc.
- Kamus Besar Bahasa Indonesia edisi 3*. (1998). Jakarta: Balai Pustaka.
- Miftah Thoha. (1991). *Beberapa Aspek Kebijakan Birokrasi*. Yogyakarta: Media Widya Mandala.
- Masri Singarimbun dan Sofian Effendi. (1989). *Metode Penelitian Survey*. Jakarta: LP3ES
- Muhammad Zainuddin. (1998). *Metodologi Penelitian*. Surabaya: Usaha Nasional.
- Muhibbin Syah. (1997). *Psikologi Pendidikan: Dengan Pendekatan Baru*. Remaja Rosdakarya: Bandung.
- Plomp, Tj. (1994). *Educational Design: Introduction*. From TjeerdPlomp (eds). *Educational & Training System Design: Introduction*. Design of Education and Training (in Dutch). Utrecht (the Netherlands): Lemma. Netherland. Faculty of Educational Science and Technology, University of Twente
- Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Penerbit Alfabeta.
- Suhadi. (2007). *Petunjuk Perangkat Pembelajaran*. Surakarta: Universitas Muhammadiyah Surakarta.