



A NEEDS ANALYSIS OF THE COLLABORATIVE MODEL OF PRACTITIONER LECTURERS IN THE ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

Anggraini Saragih¹⁾, Indra Hartoyo²⁾, Nora Ronita Dewi³⁾, Ade Namira⁴⁾.
Universitas Negeri Medan: English Education Study Program, English and Literature Department
Medan, Indonesia
anggrainisaragih@unimed.ac.id

Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	The objective of this study was to find out the needs of practitioner lecturers to teach in the English and Literature Department, Universitas Negeri Medan (UNIMED). This study used a descriptive design. The subjects were 142 students and ten lecturers of the English and Literature Department of UNIMED. The instruments to collect the data were questionnaires for students and interviews for lecturers. The data were analyzed using descriptive analysis. The results of the needs analysis of the collaborative model from practitioner lecturers through interviews and questionnaires to students and lecturers are practitioners who can enrich practical experience to enter the real world of work adequately and give lectures with learning theories. The subjects they wanted to be taught by the practitioner lecturers were speaking, entrepreneur, and writing. In conclusion, the English and Literature Department needs practitioner lecturers to collaborate in the teaching-learning process.
Keywords: Need; analysis; lecturer; practitioner; collaborative	
	Abstrak

Kata Kunci:

Kebutuhan; analisis;
dosen; praktisi; kolaborasi

Analisis Kebutuhan Model Kolaborasi Dosen Praktisi di Jurusan Bahasa dan Sastra Inggris

Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan dosen praktisi untuk mengajar di Jurusan Bahasa Inggris dan Sastra Universitas Negeri Medan (UNIMED). Penelitian ini menggunakan desain deskriptif. Subyek penelitian ini terdiri dari 142 mahasiswa dan sepuluh dosen Jurusan Bahasa dan Sastra UNIMED. Instrumen untuk mengumpulkan data adalah angket untuk mahasiswa dan wawancara untuk dosen. Analisis data menggunakan analisis deskriptif. Hasil analisis kebutuhan model kolaboratif dari dosen praktisi melalui wawancara dan angket kepada mahasiswa dan dosen adalah praktisi yang dapat memperkaya pengalaman praktek untuk memasuki dunia kerja secara nyata dan memberikan kuliah dengan teori-teori pembelajaran. Mata pelajaran yang ingin diajarkan oleh para dosen praktisi adalah berbicara, berwirausaha, dan menulis. Kesimpulannya, Jurusan Bahasa dan Sastra membutuhkan dosen praktisi untuk berkolaborasi dalam proses belajar-mengajar

Introduction

As the highest educational institution, universities are required to implement the policy of 'Merdeka Belajar- Kampus Merdeka' (MBKM) or Freedom to Learn-Independent Campus. There are eight forms of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 Paragraph 1 within the study program and outside the study program such as teaching in schools, internships, and others.

In addition, universities must also meet the eight Key Performance Indicators (KPIs) of Higher Education launched by the Ministry of Education and Culture. Among these KPIs are

graduates getting decent jobs, students getting experience off campus, lecturers doing activities off campus, practitioners teaching on campus, lecturers' work is used by the community or gets international recognition, Study Programs in collaboration with world-class partners, collaborative and participatory classes, and international standard study programs.

One element of the Higher Education Key Performance Indicators (KPIs) is the presence of practitioners outside the campus who come from the world of industry, business and work. Because teaching at a university also requires lecturers who are already in the industry and work. Lecturer practitioners are also expected to encourage the Merdeka Campus program. Practitioners and professionals need to be involved in the learning process, so Departments and Study Programs are required to be able to collaborate, both with other universities as well as with the business world and the industrial world.

Rakhudu and Useh (2016) conducted research about collaboration among nursing education and other healthcare professionals. It showed that the collaboration should be effective as to achieve quality outcomes. In addition, in the business field, Hermann et.al (2016) state academic researchers and industrial practitioners have opportunities to shape the future manufacture. This showed that collaboration in terms of research between academic and industry could be important.

One of the collaborative education models can be a way to optimize the partnership of majors which are educational institutions with the world of business and industry as well as the wider community. Myers in Sudrajat (2008) explains that collaboration comes from the Latin word which means the process of cooperation. The collaborative learning model is a concrete implementation between educational institutions and the industrial world (Judawati and Priyono, 2000). University and industry collaborations address the different disciplines in which collaboration can be developed. The broad dimensions of collaboration in university and industry collaborations indicate that a model can be developed to ensure successful collaboration. Garrick et al. (2004) also suggested that one of the interactions between universities and industry is the collaboration of teaching and learning.

In order to make the collaboration effective, it is needed to find out the necessities of doing collaboration. As the previous study did collaboration between nursing education and healthcare professionals, this study intended to do so but starting with the need for analysis of collaboration within English education and other work fields. Therefore, the research team is interested in the collaborative model as a model of collaboration with the business and industrial world through lecturer practitioners who can teach in two study programs in the English Language and Literature Department. This study wanted to answer what are the needs of the English and Literature Department for lecturer practitioner? This study intended to find out what the needs of the department for lecturer practitioner.

Literature Review

According to Law No. 20 of 2003 Article 1, learning is a process of interaction between students and educators and learning resources in a learning environment and the most effective learning experience is when students experience, act directly and actively in their learning environment. Providing opportunities for students to see, touch, feel and activate will build an understanding of their knowledge, behavior and skills. Therefore, the main task of educators is to condition learning experiences that can stimulate or stimulate students' senses and knowledge.

The learning model is in the form of a plan or pattern that is used as a guide in planning tutorial learning and a determination of learning tools including books, films, computers and others. Each learning model and design directs students to help in such a way that the learning objectives will be achieved (Trianto, 2007).

Cooperative is a form of learning based on constructivist understanding. Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing their group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material.

Collaborative methods in learning emphasize more on the construction of meaning by students from social processes that are based on the learning context. This collaborative method goes further and deeper than just being cooperative. The basis of the collaborative method is interactional theory which views learning as a process of constructing meaning through social interaction.

Collaborative learning can provide opportunities to lead to successful learning practices. As a technology for learning (technology for instruction), collaborative learning involves the active participation of students and minimizes differences between individuals. Collaborative learning has added to the momentum of formal and informal education from two converging forces, namely practical realization, that life outside the classroom requires collaborative activities in life in the real world and raise awareness of social interaction in an effort to realize meaningful learning.

Collaboration is an important thing to build relationships in the work field in any profession (Zamanzadeh, 2014). It means the education field can collaborate with other fields of work such as with publishers, entrepreneurs, and reporters. The collaboration can be in the way of teaching and learning. Specifically, in higher education, the lecturers can be adopted from the work field.

Gummesson (2002) states that there are differences and gaps between textbooks and the reality in everyday life. In fact, according to him, there is a weakness of theories where theories cannot explain existing phenomena and cannot be related to one another. The next weakness is the lack of general theory or theoretical basis, resulting in poor understanding. Likewise, the presence of practitioners in the learning process is very much needed. Practitioners do not focus on theory in textbooks but real experiences in the field and the process can be a strong foundation for students to think, feel and experience.

Methodology

The design of this study was descriptive research. This research is to answer what needs a collaborative model for practicing lecturers in the Department of English Language and Literature at Unimed. Glass and Hopkins (1984) explain characteristics of descriptive research as gathering data that describe events and then organizing, tabulating, depicting and describing the data collection. The researchers conducted research in the English and Literature Department, Universitas Negeri Medan, Jl. Willem Iskandar Pasar V Medan. The subjects of the study were ten lecturers and 142 students of the English and Literature Department in Universitas Negeri Medan. The instruments used in collecting the data were questionnaires and interviews. The researchers gave the questionnaire to the students and the interview to the lecturers. The researchers used the questionnaire to find out which courses are most in-demand to be taught by lecturer practitioners, look for what forms of cooperation that used between the Department and the world of business and work, the wants, needs, and lacks the current learning implementation without lecturer practitioners. Meanwhile, the researcher used an interview to find out what lecturer practitioners needed by the Department. The data were analyzed using descriptive analysis. The researcher gave the specific data systems to increase the understanding and to present findings to others. The collected data were identified, quantified, and described.

Finding and Discussion

To implement one of KPIs which is lecturer practitioners teaching on campus, it is needed to find out what lecturer practitioners would be teaching in the English and Literature Department. This also showed the collaboration that would happen between the business and industrial world (lecturer practitioners) and the department.

Need Analysis

The need analysis was conducted to obtain the information of the target needs and learning needs by distributing the questionnaires to the students and doing an interview with the lecturers. The detailed results of the need analysis are presented as follow:

Target Needs

Target needs to deal with the questions about what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. Target needs cover necessities, lacks, and wants of lecturer practitioner in teaching at English and Literature Department. This study analyzed the data from 142 students from a questionnaire.

Table 1. Students' Necessities

No.	Statements	Items	N	F	Percentages (%)
1	I consider lecturer practitioner is needed in my department	Strongly Agree	142	92	64.8
		Agree		41	28.9
		Less Agree		9	6.3
		Disagree		0	0
2	I consider lecturer practitioner teaching in my department will enrich my experience practically	Strongly Agree	142	62	43.7
		Agree		80	56.3
		Less Agree		0	0
		Disagree		0	0

To begin with, most students consider lecturer practitioners in the English and Literature Department as needed. It is supported by 93.7% of students. They hope lecturer practitioners will enrich their practical experience. This is due to lecturer practitioners having wide knowledge about practice where they found it through experience in their fields and most importantly it is real. The students realized knowledge from the book will not be enough and not as specific as experience.

Table 2. Students' Lacks

No.	Statements	Items	N	F	Percentages (%)
3	Currently, my ability to enter the world of business or work is not sufficient.	Strongly Agree	142	31	21.8
		Agree		90	63.4
		Less Agree		19	13.4
		Disagree		2	1.4
4	In my opinion, the lectures that I face are only theoretical.	Strongly Agree	142	63	44.4
		Agree		26	18.3
		Less Agree		41	28.9
		Disagree		12	8.5
5	During my time in college, I have never found a lecturer practitioner on my campus.	Strongly Agree	142	78	54.9
		Agree		30	21.1
		Less Agree		32	22.5

In addition, more than a half of students which is 76% claimed they had never taught by a lecturer practitioner in campus. They realized their ability in this current time was not sufficient yet to enter the world of business (85.2%) because they have been lectured theoretically (62.7%).

Table 3 Students' Wants

No.	Statements	Items	N	F	Percentages (%)
6	I want a lecturer practitioner to teach in my class.	Strongly Agree	142	39	27.5
		Agree		94	66.2
		Less Agree		9	6.3
		Disagree		0	0
7	I consider lecturer practitioner can help me facing obstacles later in industrial or business world	Strongly Agree	142	64	45.1
		Agree		74	52.1
		Less Agree		2	1.4
		Disagree		2	1.4
8	I need ability that world of work needs related to my field	Strongly Agree	142	91	64.1
		Agree		49	34.5
		Less Agree		2	1.4
		Disagree		0	0

Furthermore, as the students had never been taught by lecturer practitioners, 93.7% of them wanted a lecturer practitioner to teach in their class. They considered it will help them to face problems in the industrial or business world later (97.2%). Besides, they also wanted to improve their ability in the world of work needs related to their field (98.6%).

To sum up, most of the students realized the need of lecturer practitioners in their campus in order to enrich their practical experiences to enter the world of work later where they did not find it if learnt theoretically. The lecturer practitioners should also be those who had competences related to students' field so it would meet the criteria of what students' need.

Learning Needs

Learning needs are what the students need to do in order to learn. The result of learning needs as follows:

Table 4 Learning Needs

No.	Questions	Items	N	F	Percentages (%)
9	In my opinion, the course that is suitable for teaching by lecturer practitioner is...	Writing	142	7	4.9
		Speaking		70	49.3
		Drama		7	4.9
		Entrepreneurship		58	40.8
10	The ability that I really want to improve through learning with lecturer practitioner is...	Speaking skill	142	69	48.6
		Writing skill		8	5.6
		Cooperative and leadership skill		58	40.8
		others		7	5
11	In my opinion, if there is a lecturer practitioner in teaching writing skills on campus, I would like to learn more about...	How to present well-structured idea	142	68	47.9
		Writing CV, Portofolio, resume		52	36.6

		Memo and report	13	9.2
		Communication through email	3	2.1
		Others	6	4.2
12	In my opinion, the most important thing I have in terms of speaking skills ...	Have ability in specific job such as trainer, host, announcer, reporter, etc	142	84 59.2
		communicative skill	53	37.3
		Presentation Technique	4	2.8
13	I agree if the form of cooperation between the Department of English Language and Literature with lecturer practitioner is in the form of:	Lecture	142	59 41.5
		Expert lectures	20	14.1
		Tutorial	35	24.6
		Technical Assistance	28	19.7

To learn with lecturer practitioner, the highest percentage of courses chosen by students was speaking (49.3%) followed by entrepreneur subject (40.8%). The last two were writing and drama. The abilities they expected to improve later were speaking skill (48.6%), cooperative skill, leadership (40.8%) and writing (5.6%). In speaking class, they wanted to have ability in specific job such as trainer, host, announcer, reporter, etc. (59.2%) and communicative skill (37.3%). In addition, the students wanted to improve cooperative and leadership skills (40.8%) that they could get from entrepreneur and drama subjects. Furthermore, in writing class they expected to have ability in presenting well- structured ideas (47.9%), writing CV, portfolio and resume (36.6%) and writing memo and report (9.2%). All those students' needs were expected to be delivered by lecturer practitioners through lecturing in the classroom with percentage (41.5%).

Interview Results

Interviews were done to 10 lecturers of the English and Literature Department to find out what lecturer practitioners needed by the Department. Below were compilations of interview excerpts:

Are lecturer practitioners needed to teach in the Department of English Language and Literature? Why?

- *For certain subjects that require special competency, it is necessary!!*
- *Yes it is, because to prepare creativity for their future, so it is not just academics.*
- *It is necessary, to improve the learning experience at University*
- *Yes, so that students are better prepared and equipped with knowledge for the work field by practitioners who have been in the industry.*

In your opinion, does lecturer practitioner also have to have certain competencies? If yes, what kind of competence does the lecturer need?

- *Yes, pedagogic competence*
- *Yes, for example for ESP practice, practitioner lecturers must have work experience in their field, such as banking, science and technology, maritime, tourism, etc.*
- *Yes, for example the competence to develop entrepreneurship*
- *Yes, such as the competence to communicate in public*
- *Regarding writing competence, for example*

(Interview excerpts)

From the interview results, the lecturers had known about lecturer practitioners. All of them agree that a lecturer practitioner is needed to teach students in the English and Literature Department. They expected the existence of lecturer practitioners to enrich students' practical experiences. So, the lecturer practitioner should have pedagogic competence, and specific competence to the subject for instance competence to develop entrepreneurship, communication in public and able to write properly.

In your opinion, in the Department of English Language and Literature, what subject is appropriate for lecturer practitioner to teach?

- *Writing*
- *Speaking*
- *Entrepreneurship*
- *ESP*

In your opinion, what material is appropriate for the lecturer practitioner to present at the second meeting about writing?

- *Determining the idea of writing*
- *Determining the title of writing*

In your opinion, what writing material is the most difficult for students to understand?

- *Determining idea/topic*
- *Coherence and cohesion*
- *Application of genre in daily life*

In your opinion, what genre is important to be taught to students through lecturer practitioner?

- *Exposition*
- *Explanation*
- *Narrative*

What output do you expect from lectures on writing with lecturer practitioner?

- *Compilation book*

(Interview excerpts)

Various answers came from the lecturers about what subject needed to be taught by the lecturer practitioner. They were writing, speaking, entrepreneurship and ESP. What they expected to be taught in the class of writing for the second meeting were about determining ideas and title of writing. It was one of the difficulties faced by students. The others were about coherence and cohesion, and application of genre in daily life. Of many genres, three were chosen by the lecturers namely exposition, explanation and narrative. As the real result of learning with lecturer practitioner, it is expected the students have a compilation book of their own writing.

What are the important materials taught by practicing lecturers about entrepreneurship?

- *Gives motivation for entrepreneurship*
- *How to determine a business opportunity*
- *Business management*

What results are expected to be practiced by students after learning entrepreneurship with lecturer practitioner?

- *Able to have independent/joint business*
- *Able to manage business properly*

(Interview excerpts)

In teaching entrepreneurship, the lecturers considered important materials to be taught by lecturer practitioners. They were motivation for entrepreneurship, how to determine a business

opportunity, and business management. Further, the expected result of the learning were the students had independent/joint business and were able to manage business properly.

In your opinion, what material is important to be taught about speaking at the second meeting by the lecturer practitioner?

- *Personal communication*
 - *Transactional communication*
 - *Interpersonal communication*
- What are the important speaking materials for lecturer practitioners to teach?*

- *Conversation*
- *Fluency*
- *Substance*

What abilities are expected after carrying out learning about speaking with a lecturer practitioner?

- *Able to communicate properly*

(Interview excerpts)

In speaking class with lecturer practitioners, the important materials to be delivered were about personal, transactional and interpersonal communication. Those materials were expected of the students to be able to communicate properly especially for their future in the work field. Practicing speaking could be in conversation with focus on fluency and substance.

Conclusion

Universities as higher education must meet the KPIs where one of them is practitioner teaching on campus. The practitioner came from the industrial and business world and will teach students of the English and Literature Department. This showed collaboration between university and the industrial and business world in the form of teaching and learning. This study found out what lecturer practitioners needed by the students and lecturers of the English and Literature Department. The students needed a lecturer practitioner who can enrich their practical experience because most of them realized they got lectured theoretically and did not have sufficient ability to enter the work field. The subjects they wanted to be taught by lecturer practitioners were speaking, entrepreneur, and writing. Speaking class should cover activities such as conversation, hosting, announcing etc. while entrepreneur class should lead the students to have business and leadership skills. Further, writing class covered how to write starting from determining ideas into a compilation book.

This research contributed to the program held by the English and Literature Department as the way to fulfill the KPIs of University, namely practitioners teaching on campus. By conducting this research, it is known what practitioners need to be invited.

References

- Garrick, J., Ghan, A., Lai, J., (2004). University-industry partnerships: implication for industrial training, opportunities for new knowledge, *Journal of European Industrial Training*, 28 (2-4), 329-338.
- Glass, G. V & Hopkins, K.D. (1984). *Statistical Methods in Education and Psychology*, 2nd Edition. Englewood Cliffs, NJ: Prentice-Hall.
- Gummesson, E. (2002). *Total Relationship Marketing: Marketing Management, Relationship Strategy and CRM Approaches for the Network Economy*. 2nd Edition, Butterworth-Heinemann, Oxford.

- Judawati and Priyono. (2000). *Model Pendidikan Sistem Ganda: Studi Kasus Pelaksanaan Pengajaran Praktik Profesi Kejuruan di PT. PAL Surabaya*. Malang: Lembaga Penelitian Universitas Negeri Malang
- M. Hermann, T. Pentek, B. Otto. (2016). Design Principles for Industrie 4.0 Scenarios, *49th Hawaii International Conference on System Sciences (HICSS)*, Koloa, HI (2016) 3928–3937
- Rakhudu, M. A., Davhana-Maselesele, M., & Useh, U. (2016). Concept analysis of collaboration in implementing problem-based learning in nursing education. *Curationis*, 39(1), e1–e13. <https://doi.org/10.4102/curationis.v39i1.1586>
- Sudrajat, A. (2013) *Pembelajaran Kolaboratif dan Pembelajaran Kooperatif*. Akhmadjudajat.wordpress.com/2013/05/06. Accessed on March 19th 2021
- Trianto. (2008) *Mendesain Pembelajaran Kontekstual di Kelas*. Jakarta: Pustaka Publisher.
- Zamanzadeh V., Irajpuor A., Valizadeh L. & Shohani M. (2014). The meaning of collaboration, from the perspective of Iranian nurses: A qualitative study. *The Scientific World Journal*. pp.1–9.