

The Impact of Team-Based Learning in the Teaching Campus Program on Student Self-Efficacy and Teacher Professionalism

Tono Suwartono^{1*}, Feisal Aziez², Lutfi Istikharoh³, Miftahul Furqon⁴, Shelia Anjarani⁵, Saefurrohman⁶, Santhy Hawanti⁷, Faisal⁸

^{1*2, 3, 4, 5, 6, 7, 8} Universitas Muhammadiyah Purwokerto, INDONESIA

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ABSTRACT

This study aims to investigate the impact of team-based learning practice in the Teaching Campus program on the participating students' self-efficacy and the school mentor teachers' professionalism. A mixed methods approach was employed in this research. A total of 44 students (comprising 22 students who participated in the Teaching Campus program and 22 students who did not take the program) and 7 teachers in partner schools were involved in the study. Questionnaires to assess student self-efficacy were administered. Interviews with teachers were also conducted to evaluate how much the program affected their professionalism during the activity. The responses obtained from questionnaires were analyzed using the inferential statistical *T-test*; whereas the qualitative data elicited from interviews were analyzed using a thematic procedure. The ex-post facto design comparing self-efficacy of the two groups has shown that there is a significant difference, where the students who took part in the Teaching Campus program are superior in self-efficacy over those who did not. In addition, the teachers who co-worked with the students in their schools have stated that they benefited from this scheme. These results have strong implications for the 'Freedom to Learn – Freedom Campus' policy in current Indonesia's higher education system, more specifically the Teaching Campus program, which includes team-based learning as an essential component. Betterment in its implementation is encouraged to make, according to results of this study

Keywords: Team-Based Learning, Student Self-Efficacy, Teacher Professionalism, Teaching Campus

INTRODUCTION

The rapid changes in higher education practice in Indonesia have led to a huge impact on many educational aspects, one of which is the demand of preparing the students to face even more multifaceted labor market. Today, the competences required by university graduates cover effective communication, collaboration, and problem-solving skills. One of the efforts taken by the Indonesian government through The Ministry of Education and Culture to meet the competences is the launching of *Merdeka Belajar – Kampus Merdeka* (Freedom to Learn – Freedom Campus) policy, more specifically the so-called *Kampus Mengajar* (Teaching Campus) program – a teaching assistance given to primary schools – participated by students from different disciplines or departments at the universities.

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✉ suwartononewton@gmail.com (*Correspondence)

Within the program there is an essential component, namely Team-Based Learning (henceforth abbreviated as TBL), where students sent to the schools work collaboratively in small groups focused on students' accountability, regular feedback, and tasks sharing. These aspects are potentially able to enhance the students' development whose main goal is to meet the demand for an improved reading literacy and mathematical skills of the target school's children, and a better-quality administration as well as digital literacy in the schools.

Lots in the literature, the TBL practice in learning theoretically and empirically has given benefits to students, teachers, and even policy makers. From the students' perspective, the TBL is not only able to support their factual knowledge construction, but is able to facilitate their understanding of new concepts that are best done through collaborative problem-solving approaches. In the process of achieving those competences, there is a key learning aspect which contributes greatly to final learning outcome: self-efficacy. Self-efficacy is defined as self-assessment by an individual toward his/her own capacity in completing a task. By doing so, once the students' self-efficacy state is assessed, the impact of both the on-going program and upcoming program can be empirically estimated. Within the context of the 'Freedom to Learn - Freedom Campus' policy in general, and the Teaching Campus program, in specific, the impact of the program implementation on the students' condition can be estimated through their self-efficacy state either while the program is still underway or after it is complete.

In the meanwhile, from the teachers' point of view, the TBL practice in the Teaching Campus program might contribute to their self-professional development aspect, which is part of teacher's professional competence indicator, in accordance with the Government Regulation Number 14 Year 2005 on Teachers and Lecturers. The TBL's good practices implemented by students taking the Teaching Campus program might be adopted by the teachers co-working with them in developing their mastery of curriculum, methodology, and materials. Furthermore, in reference to the program's goal, i.e., to help develop school's kids with reading literacy and mathematical skills, as well as technology literacy and administration in the school where they are on duty, effectiveness of teachers' working performance then can be improved through a series of activities run under the umbrella of TBL.

As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 67 Year 2013, educational paradigm shift in Indonesia covers team-based learning in its advancement. Learning model of this type constitutes part of the challenges that the government wants to handle in efforts to fine-tune the new paradigm. The TBL is defined as a collection of practices that expose student skills in working collaboratively, spending lesson time on teamwork, and working on some tasks together [1]. Viewed from student need, this model seems to fit the students best with regard to the rapid progress of multifaceted world that requires collaboration, communication, and problem-solving skills [2]-[4]. Besides, the main goal of TBL model is not only to provide the students with conceptual knowledge, but also to ensure that they are able to practice the concept to solve problems [1]. In other words, the TBL model enables students to learn through the provision of both conceptual knowledge and procedural knowledge in its process.

Within its implementation, normally there are three TBL phases, namely preparation phase, readiness assurance phase, and application phase [1], [5], [6]. In preparation phase, students work individually to understand concepts learnt. Then, their readiness to work collaboratively in small groups is assured through some tests. Last, they work within their team to solve particular problems focused in the classroom. In the meantime, in the context of the Teaching Campus program, the TBL phases or activities are manifested from essential components that apply to TBL model, i.e., working in small groups, focusing on individual's accountability, receiving feedback regularly, and completing the target tasks [1]. During the program, the students work in groups of 5 - 7 as already prepared by the organizing committee. They work collaboratively and cooperatively with their team members till the end of the program. Individual's accountability in this context is indicated from students' diverse backgrounds. They are from various study programs or departments, so that either their individual or team work is assured. Regular and timely feedback was given by facilitators, in this case teachers, lecturers, and committee members. Finally, tasks are designed to promote learning and develop their teams. Overall, those four essential components of TBL are holistically reflected in the Teaching Campus program.

The application of the TBL model both theoretically and empirically offers benefits to students and teachers [1]. Strengths that can be achieved by students through TBL model have been mentioned in the preceding paragraphs. The TBL model enables students to experience the procedural knowledge, that is, they are facilitated to achieve learning outcome that otherwise is out of reach only with inside classroom learning. Furthermore, from the teacher's side, they are now encouraged to maintain and develop professionalism to assure their quality [7], [8], [1]. Within the context of Teaching Campus, the strengths of TBL acquired by the university students and local school teachers participating in the program are manifested from a series of activities focused on boosting school children's reading literacy and mathematical skills, teachers' technology literacy, and school's administration.

Self-efficacy is an individual's belief that he/she is able to accomplish a task in order to achieve a particular goal [9]. It is also defined as one's belief in his/her own capacity in such a way that he/she has control over themselves and events in the environment [10]. Higher self-efficacy will depart to a more challenging goal as well as stronger commitment to achieving that goal [11]-[12]. On the contrary, individuals with lower self-efficacy normally have less challenging orientation and low self-confidence [11]-[12]. In most cases, individuals with higher self-efficacy are able to see difficulties faced as a challenge rather than problems compared to those individuals with low self-efficacy. Some research has confirmed that self-efficacy becomes a predictor toward students' academic motivation and learning [13].

There are several types of self-efficacy, including Self-Efficacy in Enlisting Social Resources, Self-Efficacy for Self-Regulated Learning, Social Self-Efficacy, and Self-Assertive Efficacy [12]. This self-efficacy relates to the students' ability in finding learning resources from lecturers and their peers, ability to cooperate in completing assignments, ability to solve learning problems faced, and ability to absorb and receive information obtained from their environment. Another similar opinion states that social experience can affect confidence in one's own abilities [14]. This type of self-efficacy is related to the commitment and motivation of students in completing lecture assignments well. Individuals who have

strong self-efficacy will tend to do the task well and will try if they experience failure or obstacles [15].

Social Self-Efficacy correlates with students' ability to communicate and interact when they work in a group. A similar opinion states that individuals who have confidence in themselves to build good social relationships will seek good communication skills with others [16].

Self-Assertive Efficacy relates to students' ability to communicate what they feel and want. Individuals who have this self-efficacy are usually able to communicate what they want well without fear and can communicate it smoothly [17].

MATERIAL AND METHODS

Design

To answer the research questions, a mixed methods approach was used. By combining these two approaches, the data obtained is expected to be more comprehensive, objective, reliable, and valid [18]-[19]. A quantitative approach with the ex-post facto design was used to find the answer to the first research question, while a qualitative approach was used in an effort to get the answer to the second research question.

Participants

The participants involved in this study were 22 semester students who took part in the Teaching Campus 1 program and as a comparison, 22 students were randomly selected who did not participate in the Teaching Campus 1 program. This aims to answer the first research question regarding the impact of TBL mandated in the Freedom to Learn - Freedom Campus policy on students' self-efficacy. Therefore, it is necessary to compare the self-efficacy between participating and non-participating students. Then, to investigate the professionalism of teachers, seven teachers were involved in this study. The teachers recruited were from three partner schools in Banyumas area.

Data Collection

The data in this research were collected using a questionnaire survey and interviews. A closed-ended questionnaire instrument with a scale of 5 adapted from Bandura 1993 [9] was used. The questionnaire has been re-checked for item-by-item for its suitability with the previously prepared questionnaire grid, as an effort to ensure the quality of the questionnaire through construct validity and content validity. This questionnaire aims to measure the self-efficacy of participating students and non-participating students in the Teaching Campus 1 program. The questionnaire was circulated online via Google Form. For interviews, retrospective interviews were taken as a means for the mentor teachers to recall the activities in the Teaching Campus 1 program in which they were involved. The teachers were interviewed based on an interview protocol. The interview protocol was developed based on the grid that had been prepared, which includes a number of indicators of teacher professionalism competence mentioned in the Indonesian government's definition of teachers' professionalism.

Data Analysis

To get the answer to the first research question, the data that was collected through the questionnaire was then analyzed quantitatively using T-test. Meanwhile, the data collected and recorded through interviews were transcribed and then processed qualitatively through reduction, organization, and interpretation. Organization or arrangement of data was conducted by classifying data according to general themes that emerge. Next, the data analysis was concluded by interpreting all the data that has been successfully organized.

RESULTS AND DISCUSSION

The Impact of TBL on Participating Students' Self-Efficacy

The data collected through the questionnaire was then analyzed quantitatively to answer if there was any significant effect of TBL practice in the Teaching Campus 1 program on students' self-efficacy. In order to answer this question, two groups of students (those who participated and those who did not participate in the Teaching Campus 1 program) consisting of 22 students were given the questionnaires to measure the impact of TBL practices which is an integral part the Teaching Campus 1 program on their self-efficacy. T-Test with *Two Independent Means* was used to analyze the data. The t-test result can be seen in Table 1.

Table 1. T-test results

TBL Group
$N_1: 22$
$df_1 = N - 1 = 22 - 1 = 21$
$M_1: 103.14$
$SS_1: 2552.59$
Non-TBL Group
$N_2: 22$
$df_2 = N - 1 = 22 - 1 = 21$
$M_2: 96.68$
$SS_2: 1678.77$
$s^2_2 = SS_2 / (N - 1) = 1678.77 / (22-1) = 79.94$
T-test Result
$s^2_p = ((df_1 / (df_1 + df_2)) * s^2_1) + ((df_2 / (df_2 + df_2)) * s^2_2) =$ $((21/42) * 121.55) + ((21/42) * 79.94) = 100.75$
$s^2_{M1} = s^2_p / N_1 = 100.75 / 22 = 4.58$
$s^2_{M2} = s^2_p / N_2 = 100.75 / 22 = 4.58$
$t = (M_1 - M_2) / \sqrt{(s^2_{M1} + s^2_{M2})} = 6.45 / \sqrt{9.16} = 2.13$

From the calculation above, the obtained t-value is 2.13 and the t-table (p) value at the 0.05 level of significance is 0.019. This shows that the t-value > the t-table value. Therefore, it can be concluded that there is a significant difference in self-efficacy between the two groups of students under investigation, i.e., the students participating in the Teaching Campus 1 program and those who did not join the program.

The Impact of TBL on the Mentor Teachers' Professionalism

The data collected in the interviews were analyzed qualitatively. First, data reduction was performed. Then, the data were classified into general themes. The results of the data analysis are presented as follows.

The existence of students in the Teaching Campus 1 program has changed the pattern of communication and coordination in schools. Programs that have been designed by the participating students are then communicated to the mentor teachers and principals at the partner schools. This coordination was carried out on a regular basis which ultimately formed a pattern of teamwork-based work habits. In implementing the program, the students also worked with the mentor teachers from the first step which was identifying problems, discussing solutions and implementing the program at the schools. From this TBL learning model, the teachers believed that they received many benefits, especially in developing their professionalism as stated in the interview. Professional teachers are teachers who have a set of competencies (knowledge, skills and behavior) that must be possessed, internalized, and mastered in carrying out their professional duties [20].

Based on the analyzed data of the interview, four key themes emerged. They were the improvement of teacher's competence in designing learning media, in using and utilizing the information technology, in developing teaching methods, and in designing instructional media. The following sections are organized in terms of the more detailed hallmarks of each of the themes.

The Improvement of Teacher's Competence in Designing Learning Media

The first principal theme is that the implementation of the TBL in the Teaching Campus 1 activities has been able to help strengthen the ability and knowledge of teachers in designing and designing learning media as conveyed by teacher RA as follows:

... the tools right, that is very helpful. Then, for example, the video. They made some video which was very helpful for me. It was one time. Last time, it was done like that. (Teacher RA)

Teacher RA said that, through collaboration and discussion with students, teachers get information and knowledge about how to make videos that can be used to support learning. So far, teachers rarely use videos in learning so that the class became less interesting. Furthermore, teacher RA also said that she was knowledgeable and was able to search for media or materials on the internet. She claimed:

I could learn some examples of tools that can help the students understand. Then I also learned how to find relevant materials on the internet. (Teacher RA)

Through the discussion process with students regarding the use of the internet and how to search for information via the internet, teachers become more aware of how to find learning resources and how to develop learning media using the materials on the internet. Consequently, the teachers claim that they become more resourceful.

The Teaching Campus 1 program activities and the implementation of the TBL were also claimed to be able to improve teachers' knowledge in preparing and using learning media. This was conveyed by teacher SY as follows:

Last time, to be honest, I taught the first grade and I was helped a lot by the university students. For the first graders, they mostly learn concrete learning materials...they have to see, [and] the object needs to be present. So, in the last time, what I experienced was, what is it, the students were very helpful because last time I saw during the teaching practice they brought the learning media. For the first grade, it is not possible to just lecture them, to talk continuously, it will be very boring. There should be the learning objects, media present, something like that. So, I was

helped because the university students brought these samples, including games. So, it is the learning process, mostly learning the process. (Teacher SY)

Teacher SY explained that the presence of students in the Teaching Campus 1 program were able to help her in designing and making learning media in the form of concrete objects, especially for teaching students in grade 1. The media implementation in the classroom made learning process more interesting since it was not only dominated by lecturing.

With reference to the assertions that teachers RA and SY made, it can be stated that the application of the TBL in the implementation of the Teaching Campus 1 program helped the teachers in increasing their knowledge and competence in making learning media. Therefore, such application seemed to affect the professionalism of teachers, especially in carrying out their duties in the classroom positively. Basically, the ability to develop learning media is one of the important forms of teacher professional competence. A professional teacher can come up with full of innovative, original, and inventive learning qualities. Innovative learning in the classroom needs to be stimulated optimally in order to make teaching more effective. The role of professional teachers is getting bigger in anticipating all opportunities for active learning in this era. With the increasing number of knowledge sources, then the use of multi-media/sources, multi methods to achieve an integrated goal for the development of maximum potential, teacher needs to be more proactive in seeking innovation in teaching methods [21].

The Improvement of Teachers' Ability in Using and Utilizing IT

The second key theme concerns teachers' ability in using and utilizing the information technology (IT). The presence of students in the Teaching Campus 1 program from various disciplines provides diversity in terms of knowledge which is very beneficial for teachers and schools. Most students have better IT knowledge than the teachers because they are more accustomed to interacting with IT in completing assignments and learning processes in campus. Thus, teachers obtain the benefits from this activity in term of IT updates that are useful for learning, as stated by teacher SY:

Yes, during the pandemic, the learning process is carried out online. When the students of the Teaching Campus 1 program come, some of us are doing online learning.... We are helped by them use technology in learning. The students provide innovation on how to create online materials, for example, creating PowerPoint slides. Then, the material on the PowerPoint slides will be adapted to the characteristics of the children. Afterward, we can share for learning. (Teacher SY)

From the explanation of the teacher SY, it can be seen that one of the forms of technology used by the teacher during the online learning is the PowerPoint. It is stated that the students also showed how to make a PowerPoint that is interesting and in accordance with the characteristics of students. Thus, the teacher feels very helpful to make a good PowerPoint. The SY teacher's opinion regarding the teacher's ability to use technology in the classroom is also conveyed by teacher YA who stated as follows:

... at that time, I was teaching dance, [and] if I'm not mistaken the Jemblung dance. We have to demonstrate Wayang Jemblung but because I demonstrated it without a video, the children

were less attracted. Luckily, many students of the Teaching Campus 1 program offered to use a laptop, so the children were more interested and fun during the learning process. It made me realize that technology is really important for children's learning in this era. (Teacher YA)

Teacher SY explained that the Teaching Campus 1 program students often showed how to integrate technology in the classroom, for instance, using a laptop to deliver the material about dance. By playing videos dance on a laptop, besides being more interesting, it can also be played repeatedly and stopped at certain parts. This makes the teacher find easiness in explaining material to the children. For example, when the teacher wanted to teach the Jemblung dance, the teacher used a laptop to show a video that was never done before. Furthermore, teacher AS also stated as follows:

... for instance, in Banyumasan culture subject, the students of the Teaching Campus 1 program preferred to use the LCD screen as a media to show to the students' story about Rawa Pening and Ambarawa to the school children. One of the students involved in the Teaching Campus 1 program liked to use and show the videos of material through screen. (Teacher AS)

Teacher AS said that the use of technology in the classroom was carried out when the teacher wanted to deliver material of a story from a certain area. The students showed the teacher to use the video and display it through LCD screen so that all students can watch the video of the story. The teacher realizes that the use of technology in the classroom can bring changes in students' motivation to take part in learning. Although what is conveyed by the teacher showed that teacher almost never or rarely used video in learning, with the presence of the Teaching Campus 1 students, the teacher becomes more motivated to use technology in the classroom.

Co-working with the participating students of the Teaching Campus 1 program, teacher E, having been teaching for less than one year, shared the same observation in common that the Teaching Campus 1 program provided benefits in term of using learning videos. She explained:

... it's pretty good, implementing media in learning process, right. But, most teachers in this school rarely use screen media in their teaching and learning process. So, the presence of students from the Teaching Campus 1 program really helps the teachers to make children feel fun during learning process, Sir. (Teacher E)

Although the new teacher stated that the use of technology only made the children happy in taking part in the lesson, this shows a very positive change in their motivation to participate in the learning activity. From what has been delivered by the teacher, it can be stated that students in the Teaching Campus 1 program shared additional knowledge and skills for teachers to use technology in learning. As a teacher, the necessity to master and ability to integrate IT in learning become a professional demand that cannot be avoided and should be fulfilled by the teacher. One of the teacher professionalisms is shown by mastering technology. In pedagogic competence, it is also stated that teachers must be able to utilize information and communication technology for the benefit of organizing educational development activities by utilizing information and communication technology in learning. It requires teachers to mastering technology [22].

The Improvement of Teachers' Competence in Developing Teaching Methods

The third theme to emerge from the data analysis relates to teacher's competence in developing teaching methods. The learning method is one of the elements that will determine the success of the teaching and learning process delivered by the teacher. The learning methods develop along with the dynamics of education and change in the curriculum and learning objectives that are determined. The learning process at elementary schools requires a harder effort from the teacher in varying the learning methods, but in reality, there are still many teachers who have not been able to apply learning methods that are in accordance with the needs and character of students and materials. With the presence of students from the Teaching Campus 1 program, it is recognized that teachers are able to increase their knowledge about variations in learning methods, as conveyed by teacher YA as follows:

... when I taught the children, they showed nearly no response or maybe [because] I taught a bit monotonously like only in classrooms and lack of learning media, [but] while the Teaching Campus 1 program participants were teaching, they did in a varied manner. They also provided games related to education for children in the classroom. This makes me motivated, so I can improve learning that is more effective and fun for children. (Teacher YA)

Teacher YA explained that there was a difference in the learning atmosphere in the classroom when the class was taught by the university students in the Teaching Campus 1 program. The learning activities were more interesting and fun because they used a variety of activities or teaching techniques that suited students' characteristics, including applying games and competitions. This condition made the teacher aware that previously the learning process carried out in the school was still monotonous so it could not motivate students in learning.

The same opinion was also conveyed by the teacher FD who said that there were benefits in terms of the teaching methodology which was easier to accept. Teachers got new teaching ideas, especially through the preparation of learning media in the form of quizzes and student worksheets as learning resources. Students had many discussions with teachers in implementing various interesting learning techniques for students, as stated:

...they gave us good ideas so that we can figure out how to do it. It's like how we can help students who can't do it. What if, for example, we gave quizzes or something? They design it themselves. ... (Teacher FD)

From the results of the interviews, it is clear that the Teaching Campus 1 program participating students initiated the use of interesting learning methods or learning activities to be applied in the classroom. For example, inviting teachers to make quizzes that challenge students to think and be actively involved in learning. This quiz activity is one form of activity that is in accordance with the characteristics of students. Professional teachers are expected to be able to understand the characteristics of students, where this becomes very important as one of the factors that determine the success of learning in the classroom. Understanding the characteristics of learners cannot be ignored. If neglected, the learning process will not achieve maximum results. In its development, the formation of the characteristics of students is difficult to achieve. On this basis, according to Janawi, educators or teachers need to explore the children's world, their potential, interests, talents,

learning motivation, and other problems related to children [23]. Mastering the characteristics of students is related to the teacher's ability to understand the condition of students. Children in the world of modern education are subjects in the learning process. Children are not seen as objects of education because they are individual figures who need attention and at the same time participate in the learning process [23]. Based on the results of the teacher interviews, the impact of TBL in Teaching Campus I activities on teacher professionalism in using learning methods is appropriate to students' circumstances, material and class conditions.

The Improvement of Teachers' Knowledge and Ability in Designing Instructional Media

The Teaching Campus 1 seemed to have positively impacted teachers' competence in designing instructional media, and this serves as the fourth emerging theme. The results of interviews with teachers indicate that the application of TBL in the Teaching Campus 1 program has been able to improve the skills and abilities of teachers in preparing lesson plan, annual program, and semester program as conveyed by teacher FD as follows:

... they also help to make lesson plans, syllabus, and annual program. So, we were notified by them. Ma'am, I have made lesson plans for semester 1. Everything is here, Ma'am, it's like that. So, we used to be able to read, see, and apply it in learning. (Teacher FD)

Teacher FD said that she had received enlightenment from the preparation phase to the learning practice. She learned from the example of the learning scenario document given by the students and put it into practice in class. She also tried to implement the lesson plans made for classroom learning.

Teacher SY also said that with this Teaching Campus 1 activity, teachers were better able to arrange learning administration and tools as stated as follows:

... Honestly there wasn't any before. We only teach...after yesterday there were students there was also innovation. Let's start now to make teaching journals or teaching evaluations. We have started doing that now. So now we make a teaching journal, so every day we record it, from the beginning to the end we make it. Not only [was the journal] for the learning process, but for teachers to be more disciplined, yes, planning teaching materials. At first, there were some things we didn't understand; now we can. (Teacher SY)

Teacher SY explained in her interview that the Teaching Campus 1 program participants had helped teachers improve their ability to make teaching and learning journals and also evaluate it. The result is that every day the teacher recorded teaching and learning activities in the journals that have been made. Recording teaching and learning activities in journals has helped the teacher evaluate it for future betterment. In addition, in TBL activities, teachers also discuss a lot with students to determine instructional materials and how to prepare them. Instructional materials are parts of the curriculum content that must be mastered by students. The instructional materials should be designed in accordance with basic competencies, and such designs should be geared to help school students achieve competency standards for each subject in certain educational units. Subject matter can also be interpreted as material needed for the formation of knowledge, skills, and attitudes that must be mastered by students to meet predetermined competency standards [20]. Therefore,

teachers' professionalism in carrying out learning tasks has increased after carrying out TBL activities with students in the Teaching Campus 1 program.

Based on the results of the discussion on the impact of TBL implementation in the Teaching Campus 1 program; it can be concluded that there is a significant effect on teacher professionalism in providing education and learning in schools. Teacher professionalism is shown by the increase of teacher pedagogic competencies, namely: the ability to manage student learning which includes understanding the students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. This pedagogic competence consists of five sub-competencies, namely: (a) understanding students in-depth; (b) designing learning, including understanding the educational foundation for the benefit of learning; (c) designing and implementing teaching and learning process (d) designing and administering teaching and learning evaluation; and (e) developing students' various potentials. Several forms of knowledge and skills that have developed as a result of this Teaching Campus 1 activity include: (a) improved ability in designing and creating instructional media; (b) improved ability in using and integrating IT in a lesson; (c) improved ability in using teaching methods; and (d) improved ability in designing teaching aids [24].

CONCLUSION

Based on the data processing and discussion, this study informs that the Teaching Campus program in the Freedom to Learn – Freedom Campus policy has a positive impact on the self-efficacy of the university students participating in the program and also for the professional development of their mentoring teachers. The impact on both is made possible by the implementation of Team-Based Learning practices in the Teaching Campus 1 program in partner schools. In addition, it is known that the implementation of Team-Based Learning in the Teaching Campus 1 program in partner schools has not fully met expectations. Understanding how to learn science and improving the quality of the learning process are crucial. Understanding how students or school children responded to scientific information that is contrary to the belief of preconception held is the heart of knowledge acquisition in science. This implies the importance of pre-service teachers to understand the nature of science as whole. That understanding will become the foundation for the students' cognitive development in understanding the real world. These results have strong implications for the 'Freedom to Learn – Freedom Campus' policy in current Indonesia's higher education system, more specifically the Teaching Campus program, which includes team-based learning as an essential component. Betterment in its implementation is encouraged to make, according to results of this study.

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