

CHAPTER II

LITERATURE REVIEW

2.1 AIESEC as Learning Experience Facilitator

AIESEC is a global platform for youth to explore and develop their leadership potential through international internships and volunteer opportunities. AIESEC stands for “Association Internationale Des Étudiants En Sciences Économiques Et Commerciales”. Founded in 1948, AIESEC is a non-governmental, non-political, independent, and not-for-profit organization entirely run by youth with a limited age from 18-30 years old. AIESEC is present in 114 countries and impacts the world by providing leadership development experience by sending students on an exchange to another country (“AIESEC,” n.d.). AIESEC provides three main programs: Global Volunteer, Global Talent, and Global Teacher.

AIESEC has core goals called Golden Circle, which consist of why; how; what. AIESEC's “why” or main goal is “We strive to achieve peace and fulfillment of humankind's potential”, AIESEC's “how” or the way to achieve the goals is through “We place our confidence in youth as the key to unlock a better future. We believe that leadership is the fundamental solution, and it can be developed in anyone” and the last one is AIESEC's “what” or the activity to support the goals “We enable young people to develop their leadership through learning from practical experiences in challenging environments. We do this through cross-cultural exchanges and by creating these opportunities”.

- AIESEC in Indonesia

AIESEC in Indonesia was formed at the University of Indonesia in 1984 and has spread throughout Indonesia until 2019. It has 26 branches in universities in Indonesia (“AIESEC in Indonesia,” n.d). There are at the University of Indonesia, Bandung, Surabaya, Semarang, Andalas University, Tanjungpura University, and many more. The vision of AIESEC in Indonesia is "Indonesia is a Home," hoping that the youth in Indonesia can create a significant milestone in the future.

- AIESEC in Universitas Tanjungpura

AIESEC in Untan was established in 2013 and managed by Tanjungpura University students from various majors and faculties. AIESEC in Untan has sent more than 40 students of Tanjungpura University abroad and brought 70 international students to do the social project through the AIESEC program in Pontianak, which supports Sustainable Development Goals. AIESEC in Untan has carried out more than ten social projects in fields ranging from education to the environment to advance the city of Pontianak and Tanjungpura University. Based on data from AIESEC in Untan in 2018 – 2019, more than 20 students from various faculty at Tanjungpura University participated as exchange participants to do the volunteer project abroad, such as in Malaysia, Thailand, Vietnam, and so on. AIESEC in Untan is led and managed by President and Vice-Presidents. AIESEC in Untan has five divisions: Talent Management, Finance

Government and Legality, External Relations, Outgoing Global Volunteer, Outgoing Global Talent, and Incoming Global Volunteer. The management people keep changing by the year. There is always recruitment for new members and election for the President and Vice-Presidents. The member must be from Tanjungpura University.

2.2 AIESEC Exchange Program

- Global Volunteer

Global Volunteer is a program provided by AIESEC that gives a chance to youth to do a social project in collaboration with various Non-Governmental Organizations abroad for 6-8 weeks. The requirement of Global Volunteer is youth aged 18 to 30 years old. The participant will be selected after going through several steps. The participant will be chosen after going through several stages. The participant has to sign up for the project through AIESEC's website, the AIESEC host team will contact them to set up the interview, and the result can get into three to seven days. AIESEC has its team and project in each country, but the projects' essence is to support the United Nations, seventeen points of Sustainable Development Goals (SDGs). The project created must choose one point from the SDGs. The project who chose the Quality of Education must find the relevant issues and place that needs support and equality. The idea of the project is to give students new experiences and knowledge by having the volunteers teach.

- Global Talent

Global Talent is the professional opportunity for fresh graduate to develop their leadership while boosting their career prospects with an international internship in some field. Most of the opportunities are in the Business, Marketing, and Technology fields. The program can be followed by youth aged 18 to 30 years old.

- Global Teacher

Global Teacher is the newest program of AIESEC, released in 2020; the program aims to help or provide opportunities for the final students to fresh graduates to work in schools or institutions related to education. The program duration will take six months to one year. The requirements must need related to the background of education.

2.3 Teaching-Learning Process

Teaching aims at the development of a learning mentality instead of the transfer of knowledge (Creemers et al., 2013). It means that teaching is not only about sharing the teacher's knowledge and material. Teaching is about sharing experiences and creating habits and systems. Meanwhile, learning is about problem-solving, communication, and the ability to evaluate and apply information (Cohen et al., 2010). Learning is a process of change from not knowing to knowing something. Learning is the process of acquiring new knowledge and new responses, as stated by Woodbirth in (Kumar, 2021). The teaching and learning process is a condition where students absorb and acquire

the knowledge they receive. The role of teachers and students matters in the teaching-learning process to achieve the goals set by the school or any institution.

2.4 The Role of the Teacher

The teacher is the facilitator of educating the student, especially in the classroom. A teacher plays a vital role in providing an engaging teaching and learning environment (Vighnarajah et al., 2008). Teachers meet a large number of children and young persons from different backgrounds. A teacher is also held responsible for delivering knowledge to the students. Teachers are key role models who can influence pupils' attitudes, values, and behaviors ("Teachers are Role Models," 2021). Teachers as role models and leaders correspond to each other because they share the same purpose, to influence and develop pupils. However, according to (Price-Mitchell, n.d.), there are five qualities that a teacher should have as a role model; passion and ability to inspire, a clear set of values, commitment to community, selflessness and acceptance of others, and ability to overcome obstacles.

2.5 Teacher Competence

Teacher competence is an essential part of ensuring student learning quality. A teacher responsible for enhancing student activity should have the competencies to achieve the goals. According to Hakim (2015), to become professional teachers in performing their duties, teachers must have the competence and ability to transfer knowledge. Teacher competence consists of

knowledge, professional belief, enthusiasm for teaching, and self-efficacy (Fauth et al., 2019). Meanwhile, Moehariono in Hakim (2015) stated, that competence is a set of skills, knowledge, attitudes, and abilities needed by a person, team, or organization to complete their work correctly. This competence set will undoubtedly lead to better student results as teachers keep improving teaching skills to develop confidence regarding the teaching material.

According to Indonesian law no 14 of 2005, article 10, paragraph 1 on teachers and lecturers, the competence that teachers must possess are as follows:

2.4.1 Pedagogical

This competence is the ability or skills of the teacher who teaches and regulates the learning process or teaching and learning system in the classroom by establishing good student interactions. A teacher needs to require the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials (Fathani, 2020). Pedagogic competence purposefully helps to guide and leads the students. According to the regulation of the Minister of National Education Number 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence, there are seven indicators for the teacher to fulfill; mastering the characteristics of students, mastering learning

theory and the principles of educational learning, curriculum development, activities educating learning, developing potential students, communication with students, and assessment and evaluation.

2.4.2 Personality

The following competency is about personality, which is related to the teacher's character and must be possessed to be an example for students. In addition, teachers must also be able to educate their students to help them have good personalities. Personality abilities that are steady, stable, mature, wise, and authoritative become role models for students and have noble character. The teacher's personality has a direct and cumulative influence on students' lives and study habits. As for personality, it includes knowledge, skills, ideals, attitudes, and perceptions about other people (Munirah, 2020)

2.4.3 Social

This is the competence of the teacher's ability to communicate effectively with students, education staff, parents or guardians of students, and the surrounding community. Also, act objectively and non-discriminatory based on gender, religion, race, physical condition, family background, and social status. The teacher can be a source of knowledge for the community and make a positive contribution. The power of this competence is being able to influence

people in an enormous scope, to do something purposeful and impactful.

2.4.4 Professional

This competency is the ability or skill that must be possessed by the teacher so that college assignments can be completed properly and correctly. These skills are related to technical matters and directly related to teacher performance. According to Lunenberg et al., (2014), a professional role is a personal interpretation of a position based on expectations from the environment and a systematically organized and transferable knowledge base. Professional teachers have the required competencies to carry out educational and teaching tasks. Competence includes knowledge, attitudes, and social and academic skills. Professional competence is one of the essential abilities that a teacher must have.