

# **Artist-Lecturer Collaborative Teaching in University: Comparative Study of Teaching Practitioners in Indonesia and Singapore**

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## **ABSTRACT**

Collaborative learning in the industrial world of work with campuses in Indonesia has been facilitated by the MBKM Curriculum through the Teaching Practitioner program. However, this program is relatively new so it requires an in-depth study of the appropriate implementation strategy so that its impact is optimal. Therefore, this research aims to analyze the concept and implementation of collaborative teaching between practitioners and lecturers not only in the context of universities in Indonesia but also in comparison with universities in Singapore. This research is qualitative research with a case study type of research. The research subjects were collaborative learning implementers of artists and lecturers at Yogyakarta State University and the National Institute of Education/Nanyang Technological University. Data collection was carried out by interviews, observation and documentation. The data analysis techniques used include the processes of: data condensation (merging and strengthening data), data presentation, drawing conclusions and verification. The data validity tests used include: credibility tests (through triangulation of sources and data collection techniques) and confirmability tests (through publication of research results). From the results of data analysis, it was concluded that in both countries, practitioners were invited to teach practical courses to strengthen practical professional skills, rather than just theory. The implementation of learning focuses on the special expertise of practitioners, so that the process of determining practitioners who will teach is based on the practitioner's outstanding professional track record. Even though it is facilitated by a website system, recruitment of teaching practitioners in Indonesia is relatively the same as in Singapore: there are no standard written rules regarding selection or selection procedures. Teaching practitioners are invited according to study program/department policy based on networks and track records known to the study program/department. Meanwhile, the difference is that in Singapore, practitioners are invited to teach with contract part-timer status. In Indonesia, practitioners are invited as independent guest lecturers. In Singapore, teachers can be invited to teach as practitioners. In Indonesia, teachers are rarely considered practitioners, so they are rarely invited to teach, even in education study programs. In Singapore, practitioners teach according to a systematic schedule, following the curriculum. In Indonesia, the majority of practitioners teach more incidentally according to the needs of the lecturer and the agreement between the lecturer and the practitioner. In Singapore, practitioners can take full classes, following the course documents of the study program. There is no team teaching system. In Indonesia, classes are still taught by lecturers, while practitioners only act as collaborators, so that determining the syllabus and other learning tools remains with the lecturer and study program. In Singapore, the current (incidental) implementation system for Teaching Practitioners in Indonesia is called the Visiting Artist Program. The salary system in Singapore is based on university regulations, whereas in Indonesia the honorarium is determined according to the PAGU and is paid by the Faculty. Recruitment policies are greatly influenced by the central/ministerial policies of each country. The different context where NIE is the only educational institution in Singapore means that NIE is free to recruit many part-timers. UNY has the challenge of presenting practitioners who have extraordinary recognition to be able to compete compared to similar LPTKs.

**Kata Kunci:** *collaborative teaching, artists, higher education, teaching practitioners*