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The Effect of Knowledge and Understanding of *Bahasa Indonesia* toward Personal, Professional, and Social Competency of University Students

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Abstract: The fact is that 38% of students are satisfied and 50% are less satisfied with Indonesian language competency. Another fact, out of 30,564 there are 82.59% categories of sufficient, weak, and very weak language knowledge. Urgency is researched because there is a gap between theory, expectations, and reality. The aim of the research is to determine the relationship between knowledge competency and understanding of Indonesian language learning personally, professionally, and socially. Quantitative research method with surveys. Sample of 180 people out of 360. Data collection techniques using instruments assisted by Google. Likert Scale Instrument 1-5. 25.0 Statistical analysis techniques, standard deviation, and mean. The mean level of knowledge and understanding of subject content among lecturers is very high. A relationship was found between the three domains of knowledge, understanding, and personal competence. Conclusion: There is a significant relationship between knowledge and understanding of the contents of the personal, professional, and social domains.

Keywords: student competencies, professional and social.

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INTRODUCTION

Developing a system of educational professionalism in schools by producing student graduates from tertiary institutions who have expertise in their fields, especially in Indonesian language subjects is not something that can be considered easy (Davison et al., 2020; González-Zamar et al., 2020; Dinh et al., 2023). Currently, the influence of Indonesian language teachers has an impact on students' understanding and knowledge in secondary schools in Indonesia. Students in high schools nowadays communicate a lot via high technology (Tang et al., 2021; Arslan

et al., 2022). With the increasing amount of information in the current era of digitalization, it needs to be balanced with life values, ethics, and professionalism for the new generation of students through higher education by providing knowledge and understanding for students as prospective educators (Dwivedi et al., 2020; Robinson, 2020). Therefore, to respond to this teaching and learning method, Ministries of Education throughout the world, including ministries in Indonesia, are taking smart steps by appointing many language experts and lecturers at universities to conduct training regarding correct and useful

17 understanding and knowledge of information for the future. Currently, the government is working with students and lecturers at universities to collaborate to improve students' understanding of the information being reported in high schools. The training activities initiated can not only strengthen the role of education but also strengthen students and high school students in receiving learning using Indonesian. Continuous efforts through the development of the Indonesian language for trained students to improve the quality of prospective teachers are certainly a quality for improving the education system and ensuring the education system remains relevant, effective, and meaningful (Kameshwara et al., 2020).

9 In Zein et al., (2020) has outlined several initiatives to find and strengthen the function of Indonesian Language Subject Specialists, to provide support in the professional development of university and high school students. So, to meet the demands of this transformation, the survey study aims to identify the level and relationship between factors of knowledge and understanding of the content of Indonesian language subjects among university students towards competency standards in the personal, professional, and social domains. This is important considering that Indonesian is the language used to teach students in tertiary institutions. Educational progress depends on the effectiveness of university management in teaching and developing student teachers, while school progress depends on the quality of graduates from tertiary institutions. These two elements complement each other to ensure school effectiveness through teaching and learning process variables. Implementation of subject guidance and mentoring programs in senior secondary schools in Indonesia using language communication.

4 A study of the quality of Indonesian language teaching in higher education conducted by the Higher Education Academy in 2011 reported that 38% of respondents from 125

students achieved satisfactory standards and a total of 50% were less than satisfactory in understanding and knowledge of Indonesian (Wan Mazwati Wan Yusoff, Shamilati Che Seman, 2017). The conditions described are very disturbing and do not meet the expectations of the community and government. Likewise, achievement trends and exam result generally show that achievement in Indonesian language subjects shows an increasing trend from 2012-2015 but the presentation decreases drastically from 2016 to 2022. The average score for understanding and knowledge of Indonesian language subjects is in the low category (1.79-2.55; 1.84-2.66) compared to Mathematics and English subjects in 2012-2015. Likewise, the trend of achievement in Indonesian language subjects in Education Certificates is in the Very Good category, but in fact, the trend in the percentage of students in higher education who understand Indonesian continues to decline from year to year and a decline was recorded in 2012-2016 (Julius et al., 2021; Phan et al., 2022; Ha et al., 2020). This situation is quite disturbing, especially since of the total of 30,564 higher education students recorded in the survey over the last three years starting in 2019, 82.59% were recorded as expected, weak, quite weak, and very weak. This is stated in the 2019-2022 initial stage exam which emphasizes the role of higher education by involving lecturers in all regions to accelerate the progress of students' understanding and knowledge in higher education in improving performance through more systematic and planned community and level initiatives.

18 In theory, the involvement of lecturers in providing understanding and knowledge of Indonesian to students has a direct impact on students in high school when the students become teachers (Rahiem, 2021). The diverse demands of society regarding the issue of understanding and knowledge of Indonesians require an expert who has knowledge and expertise not only in his field but can influence the people being taught

both in personal, professional, and social aspects. The study highlights related to career guidance and assistance found that students need guidance to strengthen their profession in the long term and sustainably (Guan et al., 2020). The term “training” is often used in universities which emphasize quality, understanding, and knowledge with professionals. In this concept, college lecturers will focus on producing and improving collaboration results between college students and high school students (Kurdve et al., 2020). In this situation, students increase training and collaborate to improve the competence of high school students. Meanwhile, the lecturer focuses on the individual students being guided (Sanchez et al., 2023). The concept of mentoring is a process, namely a lecturer who has high expertise and leadership, has certain skills or competencies, and guides one or more students in a planned and systematic manner (Scerri et al., 2020). This aims to develop students’ abilities and competencies through programs that are carefully prepared by management.

Past research based on the study of (Mérida-López & Extremera, 2020; Cabrero, Chichon, 2021; Huang et al., 2020; Sokal et al., 2021) found that students in effective universities are students who have a high level of commitment and efficiency. Consistent coaching and mentoring from time to time that has strengths from intellectual, physical, mental, and attitudinal aspects is very important to guarantee the quality characteristics of 21st century students who are always ready to develop a generation of prospective teachers in high school (Zein et al., 2020). New language training venues were created just as students and the world of education entered the new millennium. Thus, the relationship between knowledge and understanding of Indonesian language subjects and the personal, professional and social competence of language trainers is seen as a factor that can influence students’ self-confidence

in improving their learning and teaching abilities after educating high school students. Expertise support in this field will certainly have further implications for the quality of guidance and mentoring for students. In 2023, quite a lot of mentoring, guidance and training programs will be implemented for students at their respective universities.

The urgency of this research was carried out because of the gap between government expectations, theory, and reality in the field regarding students’ understanding, knowledge, and achievement in understanding and knowledge of Indonesians in higher education providing public knowledge. In general, this research aims to determine the impact and relationship between knowledge and understanding of the content of Indonesian language subjects in the personal, professional, and social domains. Meanwhile, the specific objectives are: to determine the level of knowledge and understanding of higher education students regarding subject matter and to determine the relationship and factors between knowledge and understanding of Indonesian language subjects and competency standards in the personal, professional, and social fields, domains in higher education. to find out how higher education students’ knowledge and understanding of Indonesian is related to the subjects taught according to competency standards in the personal, professional, and social domains.

■ METHODS

This research uses quantitative research with a descriptive correlation survey method. This descriptive correlation survey method was carried out to determine the relationship between knowledge factors and understanding of the content of Indonesian language subjects among students, as well as competency standards for each personal domain, professional domain, and social domain. This research uses a survey as its instrument. The statements and construction of

all questionnaire items in Parts A and B of this research are adapted to Indonesian students regarding Knowledge and Understanding Standards and refer to the Language Competency Standard Model (Setyowati Ciptaningrum, 2017; Sembiring et al., 2008; Mailizar & Fan, 2020). Participants numbered 180 out of 360 students at the university. This research considers the problem of student skills in learning in the 21st century, the higher education development plan in Indonesia.

Hipotesis: H1: There is a significant relationship between knowledge factors and understanding of subject content towards the respective personal, professional and social competency standards. Ha1: There is a significant relationship between students' knowledge factors and understanding of subject content towards independent domain competency standards. Ha2: There is a significant relationship between students' knowledge factors and understanding of subject content towards professional competency standards. Ha3: There is a significant relationship between students' knowledge factors and understanding of subject content towards social competency standards.

The data collection procedure in this research is a survey. The instruments in the survey were rated by respondents on a Likert scale from points 1 to 5. The Likert scale was developed to represent participants by providing an assessment of all statements regarding their level of agreement. Based on Table 1, the survey collection is divided into two parts, namely Part A and Part B. A total of 176 questions were prepared and represented these two parts. A total of 55 items have been deconstructed for Part A, while 121 items have been deconstructed for Part B, which is based on students' Knowledge and Understanding Standards in learning using Indonesian. Based on the analysis results obtained through a pilot study of 30 students, a Cronbach's Alpha test was carried out to construct part A (0.929) and part B (0.667). Data collection was carried out by compiling question items on Google by creating links and sharing them with a predetermined sample of 180 respondents. Respondents give a score of 1 to 5 points on question items that they think correspond to what they feel, see, and experience. All respondents were students from regions spread throughout Indonesia.

Table 1. Study instrument

Question investigates	Components/ construct	Number of items	Statistics	Source reference
Section A	Knowledge and Officer's understanding Language teacher against the content of the eyes Language lessons Indonesia Teaching Philosophy Language (10 items)	55 items Cronbach's Alpha = 0.929 Questions 1–10	Frequency, percentage,	The elements that contained in MoE Official Document which is the Skill of the Century 21: (Ministry Indonesian education, Language Measurement Indonesian School
	Filling Language Curriculum (10 items)	Questions 11– 20	Standard deviation and mean score based on Pall ant	Secondary and Description Syllabus KBSM (Ministry Indonesian education, and KSSM,
	Curriculum Objectives Language (6 items)	Questions 21–26		Development Center Curriculum (Ministry
	Teaching Strategies & Learning Language (9 items)	Questions 27–35		

	Learning outcomes Language and Appraisal & Language Assessment (20 items)	Questions 36–55		Indonesian education,
Section B	Standard competency Language teacher officer against: Self-domain (74 items)	121 items Cronbach's Alpha = 0.667 Questions 1–74	Pearson correlation Product- Moment	Standard 2 (Knowledge and Comprehension) Standard Model Indonesian teacher, IME (Ministry Indonesian education)
	Profession Domain (27 items) Social Domain (20 items)	Question 75–101 Question 102–121		

Data analysis technique. In this research, there are three objectives to be achieved through this research. The first objective was achieved through the Part A survey which was analyzed descriptively. Data analysis was obtained from a questionnaire containing five constructs to test students' level of knowledge and understanding. The findings of this research were analyzed based on statistics version 25.0 descriptively with average scores. Determining the level of descriptive analysis in this research uses the interpretation of the average score for the level of knowledge formulated (Khojastehfar, Najafi Ghezljeh, & Haghani, 2020). The mean value of each item is measured based on the mean score interpretation table. Data analysis was

obtained from a questionnaire containing five constructs to test students' level of knowledge and understanding as prospective teachers in Indonesian. The findings in this research were then analyzed based on descriptive statistics by collecting all the scores and making an average. Determining the level of descriptive analysis in this research uses an interpretation table of the average score for the level of knowledge that has been previously formulated. (Thees, Kapp, Strzys, Beil, & Lukowicz, 2020). The mean value of each item is measured based on the following mean score interpretation table

The second objective is achieved through survey Part B and the third objective is achieved through Parts A and B. Inferential analysis, namely

Table 2. Interpretation of mean scores for a five-level likert scale

Min Level	Score
1.00–2.33	Low
2.34–3.67	Moderate
3.68–5.00	High

Pearson Product-Moment Correlation (both interval scale variables) is used to answer the second and third objectives. Population Study and Sampling. From a total population of 360 students, 180 were selected from all universities spread throughout the regions, and only three students representing each region were asked to answer this research questionnaire. From a total of 180 students who joined from each region,

30 people were randomly selected to become pilot study respondents. Sampling to conduct the pilot study was based on previous studies in the research Rodríguez et al., (2020) sample size formula. The results of the analysis of the Cronbach Alpha coefficient value exceed 0.80. This research shows that the instrument developed is ideal and suitable for use.

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■ RESULTS AND DISCUSSION

The results of the first research “found out the level of knowledge and understanding of subject content using Indonesian by students in tertiary institutions”. The results in Table 3 show that the student’s knowledge and understanding levels are at a high level. The results show that all students in Indonesia have achieved competency based on 2 standards, namely knowledge and understanding at a high level. Details of knowledge and understanding competencies in the questionnaire relate to the content of specialization subjects, educational knowledge and philosophy, curriculum and co-curriculum as well as learning outcomes. Coinciding with the appointment of lecturers as experts in guidance and learning development, they must be role models so that they can guide and produce quality students and prospective teachers and ensure that those with

quality remain in the national education system and remain of good quality throughout their term of office. When students have high knowledge and understanding of their field of expertise, the increase in professionalism in carrying out tasks efficiently, effectively, more creatively, and innovatively is strengthened.

The results contained in Objective 2 in Table 4 are to see the relationship between three domains, namely personal, professional, and social domain competency standards for students. The findings show a large and significant relationship. The relationship between the self-domain and the professional domain was $r(153) = 0.828, p = 0.01$, while the relationship between the self-domain and the social domain was $r(153) = 0.843, p = 0.01$. This means that the correlation between these three domains makes a big contribution and influences each other.

Table 3. Analysis of students’ average level of knowledge and understanding of Indonesian curriculum content

Questionnaire	Construct	Min	Deviation Standard	Level
Section A	Philosophy of Language Teaching	4.40	.694	Height
	Completion of Curriculum/Co-curriculum	4.49	.570	Height
	Language Objectives of the Language Curriculum	4.61	.541	Height
	Teaching & Learning Strategies	4.52	.584	Height
	Language Content of Language Learning Outcomes and Language Assessment & Evaluation	4.72	.621	Height

Professional domain competence shows the highest average value $M = 4.70$ and standard deviation $SP = 0.349$, followed by social domain competence $M = 4.66$ and standard deviation $SP = 0.354$ and self domain competence shows $M = 4.60$ and standard deviation $SP = 0.301$. These findings clearly show that students prioritize professional responsibility over social interests and personal interests. Professional domain competence requires officers who always maintain the good name of their profession and make the profession a way of life. They must also

be willing to sacrifice time and energy and work with full dedication. They also need to show self-discipline, be able to adapt to various situations, be knowledgeable, master skills in their field of expertise, and always be ready to mobilize the strengths of their teammates to achieve organizational goals. The student’s willingness to adapt to their teammates, commit to the success of organizational activities, and act together in facing problems is a bonus that strengthens the mentee’s influence and trust in their guidance. At the same time, the professional realm gives

appreciation to the officials it trains and even continues to open up opportunities for them to work together to improve the organization's achievements. They also take full responsibility for every action and dare to take positive risks. The social competence domain complements the characteristics of students' language quality in higher education and the quality of training providers when a student is sociable and can tolerate differences. The success of coaching and mentoring can reach its maximum point. When

students work in the field, they always show appropriate behavior in all situations, can make decisions based on mutual agreement, practice consensus, and always foster a national spirit. This situation indirectly shows his emotional intelligence competence based on his scientific profession. This finding is in line with the theory which states that quality university students can act professionally in whatever conditions and situations they face (Bjørndal, 2020).

Table 4. Relationship between self-domain, professional domain and social domain

No	Variables	Bhg B Self	Bhg B Profession	Bhg B Social
1.	Bhg B Self		.827**	.844**
2.	Bhg B Profession			.859**
3.	Bhg B Social			

r Note: ** p < 0.01;

BHG_B_Self = Self Domain, BHG_B_Profession = Profession Domain, BHG_B_Social = Social Domain. The strength of correlation according to Cohen (1988) is stated as follows: Scale indication: r = ± 0.10 to 0.29 (small/low), r = ± 0.30 to 0.49 (medium), r = ± 0.50 to 1.00 (large/tall).

Table 5 shows the results and findings that the relationship between the knowledge and

understanding variables tested is at a high level. This means that the relationship between students' knowledge and understanding of subject content regarding competency standards in the personal, professional, and social domains is r (180) = 0.595; p = 0.01.

The findings of this research clearly show that the higher a student's level of understanding and knowledge in language in their field of

Table 5. The relationship of knowledge and understanding of subjects with competency standards in the personal domain, professional domain, and social domain

Variables	BHG A	BHG B
BHG A	-	.595**
BHG B	.595**	-

Note: ** p < 0.01;

expertise, the higher their level of competence in personal, professional, and social aspects. The impact of lecturer mentoring provided by higher education found that an average of 91.2% of students had felt the benefits of mentoring programs that have been implemented. With the high level of knowledge and understanding of the

implementation of Indonesian language learning in tertiary institutions and the interrelation of competency standards in these three large and significant domains, guidance and mentoring aim to meet the needs of students who are currently prospective teachers in high schools and are supervised in particular. towards strengthening the

teaching and learning process in higher education classes. Therefore, knowledge and understanding as well as expertise in Teaching and Learning practices must be imitated, disseminated, and utilized. This finding is in line with previous findings, that training programs can increase students' understanding in increasing knowledge of competencies, personality, and social skills (Horasan-Dođan & Cephe, 2020).

BHG A: Identify factors of knowledge and understanding of subject content among students; BHG B: Identifying the level and relationship of students' knowledge and understanding of competency standards in the personal domain, professional domain, and social domain. A large and significant relationship means that the three domains contribute to each other and have a big influence on each other. The Self-Region refers to the self-esteem that exists and needs to be developed so that students can make a more

effective contribution to the profession after graduation and achieve the goals of the National education system. The values emphasized in this self-domain are Trust in God, Trust, Sincerity, Knowledge, Love, Patience, Courtesy, Justice, Attention, Endurance, Competitiveness and Endurance, Fit, Active and Healthy, Interpersonal and Intrapersonal Skills, as well as Voluntary. Passion, and efficiency. The Professional Domain refers to upholding values that must be practiced transparently by students by using Indonesian to understand and carry out their professional duties. The values emphasized in this domain are the love of the profession, skills, integrity, and example, participating in training and teamwork, proactive, creative, and innovative. Lastly, the Social Domain requires students to act as agents of socialization and generators of human resources in society. The main values that must be upheld are harmony, social skills, community spirit, and love of the environment.

Table 6. Interpretation of research findings

Research objective	Analysis Results
What is the level of knowledge and understanding of the content subject content by language teacher officers?	High level Overall (M = 4.49. SP = 0.41)
What are the levels and relationships of the three domains to the knowledge and understanding of the content language teacher officer subject content?	High Level (M = 9.49; SP = 0.787). The relationship is large and significant $r(153) = .859. p = 0.01$
H1: There is a significant relationship between the factors knowledge and understanding of content subjects among language teacher officers against self-domain competency standards, Profession and social respectively? Ha1: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers BI against self-domain competency standards. Ha2: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers against the professional competence standard.	Significant and accepted at ** $p < 0.01$ Significant and accepted at ** $p < 0.01$ Significant and accepted at ** $p < 0.01$

1 Ha3: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers BI against the standard of social competence.

15 Students' domain competence must also be at a high level when understanding the language used. Not to mention, they need to gain trust from one student to another in the team at the university during the training and assistance provided by lecturers as experts. Self-competence refers to Standard 2, namely Knowledge and Understanding. The Student Standards Model initiated by higher education, among other things, underlines that a student must have a social spirit and personality which ultimately forms a good personality in the surrounding environment (Lee et al., 2020; Twito & Knafo-Noam, 2020; Supriadi, Udin; Supriyadi, Tedi; Abdussalam, Aam; Rahman, 2020). Students must also have a good and religious life, a life that is reflected in discipline, calm, openness, and breadth to apply the values that exist in the higher education environment in teaching, responsibility, and accountability. Apart from that, students need to use resources, time, energy, and working hours honestly and with dedication. They also need to always look for opportunities to increase self-efficacy, actively carry out scientific activities, be proactive and regularly hold workshops and lectures to optimize the use of resources to improve knowledge both for management purposes and in the teaching and learning process using Indonesian as their mother tongue. They should also be friendly and approachable. Empathize, maintain self-esteem, and care about solving student problems. Apart from that, the realm of self indicates that every student in higher education always tries to find solutions systematically, maintaining speech, behavior, prudence, and politeness. They must respect various cultures and national heritage and act appropriately in any situation. Characteristics in the personal realm can make someone admired

and respected as a person who is passionate about higher education. This finding is in line with the theory, that a student must be able to be a good and respected person while providing an example that can be imitated (Schunk & DiBenedetto, 2020).

This research implies that students have high social and personality characteristics so that they can be role models for other students and become role models in high school after becoming teachers. Students can also contribute thoughts and suggestions that can be accepted by other students on the same team in training and mentoring. Continuous training carried out by students in understanding language has implications for improving good, smooth, and systematic communication styles between students, lecturers, and the community. The information provided by students is easily accepted by the listeners and they can apply it in everyday life. The impact of students' knowledge and understanding of language on competence, professional, and social skills is that students can independently develop themselves into individuals who are independent and responsible and have a high social spirit in a higher education environment. These impacts and implications are in line with previous findings which state that students who have a good personality and social spirit will help other students in conveying messages to the community (Sokal, Trudel, & Babb, 2021).

The weakness of this research is that it only measures student competency standards, namely knowledge and understanding. Research does not measure student competency comprehensively, whether analysing, synthesizing, or evaluating the learning process in class. This research provides suggestions for future researchers to conduct sub-

district research regarding the impact of knowledge, understanding, analysis, synthesis, and evaluation on student competence in language professionally and socially in the tertiary environment according to the taxonomy at level 6 and levels 9.

■ CONCLUSIONS

The responsibility of a student is not an easy thing because changing will change society's behavior and perception of higher education. This requires a long period and consistent efforts from all parties involved, especially lecturers in higher education. With the strength of the three competency factors analyzed, it is hoped that students' presence in understanding language can meet the expectations of other students in lessons. Because the role of students is very focused on the teaching and learning process in the classroom, of course, there is a lot of pedagogical knowledge that can be shared, especially in helping to deal with problems and concepts of subject achievement in higher education. At a macro level, courses on management development and student professionalism must be implemented consistently so that knowledge is always more advanced and can even see higher education in a broader and more distant context. Likewise, at the micro level, students who are supervised need to be consistently exposed to ways of learning and teaching based on current needs and demands. Successful collaboration between students, lecturers, and all interested parties will certainly be successful in repositioning and re-engineering the higher education system so that it is of high quality and ultimately produces successful human resources in society.

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