EFL Pre-Service Teacher's Perception During *Kampus Mengajar*: A Case Study

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A B S T R A K

Keterampilan manajemen kelas calon guru bahasa Inggris sebagai bahasa kedua (EFL) memiliki hubungan yang tidak dapat dipisahkan. Profesionalisme membutuhkan keseimbangan antara pendidikan teori di kelas dan pengalaman di dunia nyata. Artikel ini bertujuan untuk menganalisis persepsi guru EFL prajabatan selama mengikuti program Kampus Mengajar. Tiga orang alumni guru EFL prajabatan Kampus Mengajar angkatan 7 yang mengajar di Sekolah Menengah Pertama dipilih secara purposif sebagai subjek penelitian ini. Penelitian ini menggunakan desain kualitatif deskriptif. Untuk mengumpulkan data, wawancara semi-terstruktur digunakan. Analisis data penelitian ini menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru-guru EFL prajabatan memiliki persepsi yang positif selama mengikuti program Kampus Mengajar. Namun, ada juga banyak tantangan yang dihadapi oleh para peserta selama Kampus Mengajar, yaitu (1) Kesulitan materi instruksional, (2) motivasi siswa, (3) integrasi teknologi, dan (4) jadwal guru yang padat. Selain itu, ada juga beberapa strategi yang digunakan oleh peserta untuk mengatasi kendala-kendala tersebut, seperti memaksimalkan persiapan sebelum mengajar, menggunakan strategi mengajar yang tepat dan integrasi teknologi, serta memiliki alat peraga yang baik. Terlepas dari itu semua, program Kampus Mengajar direkomendasikan untuk diimplementasikan sebagai salah satu cara untuk meningkatkan nilai akreditasi fakultas, alat evaluasi Kurikulum Merdeka dan pengalaman otentik bagi guru EFL pra-jabatan dalam realitas kehidupan sekolah.

A B S T R A C T

Classroom management skills of prospective English as a second language (EFL) teachers are inseparable. Professionalism requires a balance between theoretical education in the classroom and real-world experience. This article aims to analyze the perceptions of pre-service EFL teachers during the *Kampus Mengajar* program. Three alumni of the 7th batch of pre-service EFL teachers who teach in Junior High Schools were purposively selected as the subjects of this study. This study used a descriptive qualitative design. To collect data, semi-structured interviews were used. The data analysis of this study used the interactive model of Miles and Huberman. The results of the study showed that pre-service EFL teachers had positive perceptions during the *Kampus Mengajar* program. However, there were also many challenges faced by the participants during *Kampus Mengajar*, namely (1) Difficulty in instructional materials, (2) student motivation, (3) technology integration, and (4) busy teacher schedules. In addition, there were also several strategies used by the participants to overcome these obstacles, such as maximizing preparation before teaching, using appropriate teaching strategies and technology integration, and having good teaching aids. Despite all that, the *Kampus Mengajar* program is recommended to be implemented as one way to improve faculty accreditation scores, an evaluation tool for the Independent Curriculum and an authentic experience for pre-service EFL teachers in the reality of school life.

1. INTRODUCTION

The major responsibilities of a teacher in early childhood education, primary school, and secondary education are to instruct, guide, direct, train, assess, and evaluate students. Teachers are professionals in the field of education (Aristawati & Budiyanto, 2017; Kusmana & Nurzaman, 2022). But becoming a teacher is not easy. Many strategies have implemented by the faculty of teacher training and education, english department, islamic university of kadiri to create professional teacher. One of the strategies is to include the EFL Students in PLP (*Pengenalan Lapangan Persekolahan*) and or *Kampus Mengajar* (Husein La Ede et al., 2022; Sintiya et al., 2024). However, in fact, it is not easy to be implemented if both things happen in the same time. In this era, it is necessary to be a professional teacher. Developing teacher professionalism requires having a positive teaching experience. Doing a lot of teaching practices can help the EFL students to prepare their professionalism (Al Mamun et al., 2022; Arroba & Acosta, 2021). Teaching practice helps EFL students adapt what they have learned in the university to the real school by creating a connection between the two institutions (Hazzan & Lapidot, 2004;

Husein La Ede et al., 2022). Therefore, EFL pre-service teachers need practical experience to improve their teacher's competencies.

Not only Faculty of Teacher Training and Education, English Department, UNISKA but also most of the faculty of Teacher Training and Education around the Indonesia aims to prepare the EFL students become professional teacher. The faculty created the teaching practice program with the goal of preparing EFL students for careers as professional teachers. The goal of the teaching practice program is to give EFL pre-service teachers both theoretical and practical skills (Cohen et al., 2020; Pakpahan, 2023). However, the gap between instilling practical and theoretical knowledge in the classroom and because of EFL pre-service teachers are shaped by their personal experiences and opinions about this profession are become the main problems in developing teacher professionalism (Cheng et al., 2010; Pakpahan, 2023).

The Indonesian Minister of Education and Culture created the *Kampus Mengajar* program as a forum to improve teaching techniques, literacy, numeracy, and technological adaptation in order to solve such problems (Shabrina, 2022; Sintiya et al., 2024). *MBKM* Program Policy exists to create autonomous, flexible and high-quality learning in higher education so it can create innovative learning, non-restrictive and in line with student needs. The goal of *Kampus Mengajar* is to provide students the opportunity to learn outside of the university by collaborating with teachers in basic and secondary education, also known as *Sekolah Penugasan*. Students are expected to become agents of educational change by helping to improve student literacy and numeracy in school target that have National Assessment (AN) level 1 and 2 results in literacy and numeracy skills (Sulistyaningsih et al., 2019; Tegeh et al., 2021). To sum up, this program is suitable for enhancing the EFL students' teaching practice experience. It is in line with the FKIP UNISKA regulation which recognized *Kampus Mengajar* as a substitution of PLP (*Pengenalan Lapangan Persekolahan*).

In the teaching process, field experience is regarding as the alternative for producing professional (Al Mamun et al., 2022; Loo et al., 2019). For EFL pre-service teachers, it is very important for improving their skills. It will enrich the students' teaching practice experience after graduation. Additionally, it offers pre-service teachers' professional development in the classroom, so they can comprehend the daily realities of teaching. In conclusion, field experience is viewed as a fundamental requirement for pre-service teachers and is seen as an essential and practical teaching skill (Alsadi & Silman, 2023; Kennedy-Clark et al., 2018). Considering the importance, EFL pre-service teachers' classroom management skills have an unbreakable connection. Professionalism needs balancing time between theoretical education in the classroom and real-world experience. So, it implies that as a to be EFL teacher, the students need to increase the integration both of them to enhance professional outcome (Al-Ahdal & Abduh, 2021; Deed et al., 2011). Concerning this problem, *Kampus Mengajar* provides some degree of independence and learning flexibility. It provides students with a broader learning experience and space to sharpen their knowledge for three semesters, with two being spent off campus (equivalent to 40 credits) and one being in other study programs (equivalent to 20 credits). It covers internships, practical work, teaching assistantships, entrepreneurships, students exchange and research (Sintiya et al., 2024; Suyatno et al., 2023). Hopefully, this program can overcome those problem.

In managing the classroom, EFL pre-service teachers should have good ability to create educative communication atmosphere between teacher and students. Based on other study EFL pre-service teacher must master cognitive, affective and psychomotor aspects. It helps the teacher to gain the teaching objective (Husein La Ede et al., 2022). To be able to become professional teacher, EFL pre-service teacher should have good ability in designing learning, carry out teaching, and able to choose effective evaluation model. This article aims to analyze the perceptions of pre-service EFL teachers during the *Kampus Mengajar* program. The novelty of this study provides new insights into how the *Kampus Mengajar* program influences pre-service teachers' perceptions in the context of English as a Foreign Language (EFL) learning. The study focuses on the lived experiences of pre-service teachers, which have not been explored in depth before.

2. METHOD

This study uses a qualitative case study approach to explore the perceptions of pre-service teachers during the *Kampus Mengajar* program (Seixas et al., 2018). This approach was chosen because it allows researchers to explore individual experiences in depth in a specific context. Case studies are relevant in gaining detailed insights into complex phenomena, especially related to the dynamics of English as a Foreign Language (EFL) learning in the *Kampus Mengajar* environment. The focus of this study is on the experiences, challenges, and perceptions of pre-service teachers who work in specific areas during the program. Data were collected through semi-structured interviews, field observations, and analysis of related documents, such as participants' daily reports and the *Kampus Mengajar* training module. Semi-structured interviews were conducted to allow flexibility in exploring participants' views and experiences. Observations were conducted during the implementation of teaching assignments to understand the real context in the field. In addition, supporting documents were analyzed to

complement the information and provide a more holistic picture of participants' experiences. Data were collected from a number of pre-service teachers who were purposively selected based on their involvement in the program.

The collected data were analyzed using a thematic approach. The first step was transcription of interviews and field notes, which were then read repeatedly to understand emerging patterns and themes (Miles & Huberman, 2014). The researcher then coded the data based on certain categories, such as challenges, opportunities, and impacts on professional development. After that, main themes were compiled to explain the participants' perceptions and experiences comprehensively. Data validation was carried out through source triangulation and member checking, ensuring that the findings reflected the real perspectives of the research participants.

3. RESULT AND DISCUSSION

Results

EFL pre-service teacher's perception during Kampus Mengajar

EFL pre-service teachers of FKIP UNISKA Kediri who followed *Kampus Mengajar* Batch 7 have positive perception. All EFL pre-service teachers considered *Kampus Mengajar* to be good. Through interview about how EFL pre-services teacher's perception try to manage the classroom during *Kampus Mengajar*. It included learning design, developing learning materials, learning process and evaluation process. Regarding to the teaching process, the teacher needs to design their learning. Here, all participants were asked about the importance of learning design. It can be concluded that EFL pre-services teacher realize before the teaching process was begun, they must prepare lesson plan. It can help the teaching more easily, focus, and structured. Although the result of teaching is far from their expectation.

Based on the result of interview, all the EFL pre-services teachers said that they are only redeveloped materials. It means that the materials only from thematic books at school. After reading the interview results above, it infers that EFL pre-service teachers of FKIP UNISKA Kediri have a good personality to improve their learning materials. To be fit-in between materials and the student's needs EFL pre-services teachers are try to develop their knowledge about the curriculum used. During *Kampus Mengajar*, there were some teaching methods or teaching strategies which considered as the alternative. It can be seen that EFL pre-services teacher aware about how important teaching method or teaching strategies. They try to bring their class actively using many kinds of teaching methods.

During *Kampus Mengajar*, the participants performed an evaluation process following the instructional process. In the process of evaluation, there are many things that they do. Lastly, they also provide pre-test and post-test literacy and numeracy or it is called AKM (*Asesmen Kompetensi Minimum*). From the explanation above, it can be inferred that as the EFL pre-service teacher and also as the students of *Kampus Mengajar* batch 7. EFL pre-services teacher from FKIP UNISKA have completed evaluation very well. Doing evaluation after the material has done, it can be used as the way to measure the student's progress. Then, doing Minimum Competency Assessment is for fulfilling the main task of *Kampus Mengajar* program.

Challenge Faced by EFL Pre-Services Teacher During Kampus Mengajar

There are some problems encountered during designing the learning. What can be addressed here were the EFL pre-services teacher think that strategies, method, and suitable learning media are some problems faces during preparing the learning design. In addition, to the actual conditions and crowded classrooms, the participants emphasized on the difficulty of igniting and maintaining students' interest and involvement, especially when it comes to a difficult or uninteresting subject.

Student's motivation is the highest issue since a long time ago related to the teaching English. Here, the participants explained clearly about that. The EFL pre-services teacher try to handle this issue by implementing interactive teaching strategies. The target school was in the remote area. It also did not have good accreditation. Therefore, the school facilities were considered as the common problem for students who followed *Kampus Mengajar*. The target school did not have good facilities to support the teaching and learning process. For example, the school did not have LCD, multimedia room, neat library, and did not have Wi-Fi. In addition, when the teaching process needed the technology, most of the students did not have gadget or laptop. Only some students who have it. So, it was very difficult to make the students familiar with technology. Based on the EFL pre-services teacher mention above, the school facilities still become the main issue during following the *Kampus Mengajar*.

The three participants of this research agreed that during the *Kampus Mengajar*, the teacher's participation is low. The teacher did not fulfill their job as mentioned in the pocketbook of the *Kampus Mengajar* program. They did not collaborate correctly. The teacher only came to school then stayed on the teacher's room. EFL pre-services teacher needed back up when they were doing the teaching. Although by giving them independence class could make them more creative and innovative but sometimes the students needed additional idea from the teacher if the class became inactive. Although the teacher has given the class independently to each

student of *Kampus Mengajar*, the interaction between the teacher and students are the important thing. Because it can build the student's mentality and power to solve problems arise during *Kampus Mengajar*.

EFL Pre-Service teachers tried to use a variety of strategies to overcome beyond the obstacles they face throughout *Kampus* Mengajar. These explanation above clearly defined that EFL pre-service teachers are not only just keep silent with the problems arise during teaching process but also they try to use attrative teaching strategies in order can help the student's problem.

Discussion

EFL Pre-Service Teacher's Perception during Kampus Mengajar

Based on the result of the research related to the EFL pre-services teacher perception during *Kampus Mengajar* who have positive perception, it is in line with previous research which states *Kampus Mengajar* tried to build happy and meaningful classes (Lestari et al., 2022; Sintiya et al., 2024). All the EFL pre-services teacher argue that during teaching assistant, they tried to be creative and innovative when managing the classroom because they were given independence class by the school teacher (Cabrera-Solano, 2020; Priestley et al., 2013). This result indicates that *Kampus Mengajar* assist the EFL pre-service teacher to enchance their teaching ability before the real teaching in the classroom.

EFL pre-service teachers can easily adapt the learning materials, process and evaluations since it can be accessed in the *Kurikulum Merdeka*. Since the teaching module could potentially organized in the classroom in line with learning objectives and needs, it makes learning more accessible (Lutfi et al., 2023; Marisa, 2021). It means that although the EFL pre-services teachers only get thematic books from the teacher at target school, it is more than enough since the learning materials can be redeveloped from that. Therefore, if the EFL pre-service teachers want to customize their learning based on the students' needs, it does not matter.

The findings suggest the EFL pre-service teacher's integration of teaching is influenced by multiple factors. These probably consist of: the clarity of learning design; EFL pre-service teachers varied previous educational experiences and knowledge contributed to an impact on their needs and expectations; and also the degree of understanding the materials design (Deed et al., 2011; Jawas, 2019). In the conclusion, with positive perception about *Kampus Mengajar*, it is hoped that the students prepared their learning design, materials, strategy in the classroom and how to evaluate the process of teaching before they did the *Kampus Mengajar*.

Challenge Faced during Kampus Mengajar

The result of the research showed that during managing the classroom at *Kampus Mengajar*, the challenges faced by EFL pre-services deeply associated with (1) Instructional materials difficulties, (2) student's motivation (3) technology integration, and (4) teacher's hectic schedule. In agreement with prior research regarding the understanding of Instructional materials in the classroom can be beneficial (Alsadi & Silman, 2023; Pakpahan, 2023; Sale, 2016). The instructional difficulties become the main issues for EFL pre-service teacher during *Kampus Mengajar*. In this study, understanding the instructional materials are necessary for the teaching and learning purpose.

Another significant barrier to EFL pre-service teachers that affected the process was negative attitudes toward learning English. Interconnection between teachers and students should be improved. The more motivated the teacher is, the more motivated the students will be (Girsang & Chadijah, 2022; Ozdal & Ozdamli, 2017). By using appropriate strategies for motivating the students, the engagement of the students in learning English will improve significantly. The third EFL pre-service teacher issue during *Kampus Mengajar* was technology integration. The lack of media facilities at school disrupts the learning process. The utilization of technology in the classroom can assist teachers in delivering material to students (Crossley & McNamara, 2016; Putri et al., 2024; Ramadhanti, 2023). It implies that EFL pre-service teachers must be able to master technology integration to make learning more interesting. It also can cover the school problems relate to the technology adaptation.

The latest EFL pre-service teacher issue related to the *Kampus Mengajar* is the teacher's hectic schedule. Emphasizing the communication and mutual understanding between EFL pre-service teachers and teacher at target school will build the good teaching practices and pedagogical abilities (Marquez et al., 2023; Obispo, 2023). Having frequent meetings and positive interactions also as the way how to overcome the problems between them (Massod et al., 2022; Napanoy et al., 2021). In conclusion, to overcome the problems that arise during the teaching campus, it would be better if EFL pre-service teachers explore how to develop good instructional materials, create fun learning atmosphere to increase student motivation, learn to master the latest technology to help the learning process, and last but not least, always consult with the teacher at the target school even though the teacher is busy.

Strategies Used During Kampus Mengajar

Based on the result of the research related to how to overcome the EFL pre-service teachers challenge in the classroom during *Kampus Mengajar*, some strategies are implemented. The participant reports that they do not only use thematic books which is given from school but also try to look for another supplementary material. The

aim is to adjust the teaching process so that it does not only use book-based learning. Some experts argued that the book-based learning is not suitable for enhancing the student's critical thinking and creativity (Isnawati, 2017; Lasagabaster, 2020; Puspitasari, 2016). It is better for EFL pre-service teacher to maximize the preparation before teaching in order they can adjust between the teaching objectives and strategies which is implemented in the classroom.

Combining technology integration can be beneficial in the classroom. Not only using book but also e-book, Quipper School, video YouTube, Acapela Group, Google Classroom, Blogs, Power Point and other the latest technology can make the learning more interesting (Octaberlina, 2023; Prayudi et al., 2021). As the EFL pre-service teachers, they must identify what is the student's needs then they can use appropriate technology to support their teaching (Amalia Solikhah, 2023; Ordu, 2021).

Last but not least, despite mastering the latest technology. EFL pre-service teachers should have a good teaching aid such as a laptop or handphone. Utilizing appropriate teaching aids can improve instruction in the classroom, attract students' interest, and motivate them to learn. In the conclusion, the strategies which is chosen by the EFL pre-services teacher here is very beneficial. Adding the materials which is not only from guided book but also from another sources it can make different learning more attractive. And also, combining the good teaching aid and mastering the newest technology in the classroom, it can helps the EFL pre-services teacher to create wonderful learning atmosphere.

4. CONCLUSION

Based on the result of the study above, it can be concluded that the EFL pre-services teachers of FKIP UNISKA Kediri have positif perception about *Kampus Mengajar* batch 7. It means that *Kampus Mengajar* can be the medium for EFL pre-services teacher to learn how to become professional teachers before they do the real teaching. It is also implied that *Kampus Mengajar* is one of the good *MBKM* program which assist the EFL pre-services teacher to learn outside the campus for about 1 semester. From those results, it is recommended that all EFL students should be better prepared mentally, scientifically and technologically.

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