

EFL PRE-SERVICE TEACHERS' PERCEPTION IN MANAGING THE LEARNING PROCESS DURING *KAMPUS MENGAJAR* PROGRAM

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ABSTRACT

Kampus Mengajar program as one of Merdeka Belajar-Kampus Merdeka (MBKM) programs initiated by the Minister of Education and Culture of the Republic of Indonesia in 2020 is one of the programs that increase the professionalism of students as prospective teachers in Indonesia. Therefore, this study aims to determine the Perception of EFL Pre-service Teachers in Managing the Learning Process during Kampus Mengajar Program. By using a qualitative descriptive design, six pre-service teachers of the English education study program at the Muhammadiyah University of Kendari were interviewed as alumni of Kampus Mengajar program batch I. The results of this study indicate that participants have a positive perception of Kampus Mengajar program to improve their competence as pre-service EFL teachers. However, in the results of the study, there were also many obstacles faced by participants such as difficulties in designing learning caused by differences between basic education taken during lectures and subjects taught during teaching, difficulties in classroom management, and also difficulties in communication caused by differences culture. Despite that, Kampus Mengajar program is highly recommended to be implemented in teacher education by students and should be encouraged by universities.

Keywords: EFL pre-service teacher, kampus mengajar program, learning process management, MBKM program, perception

INTRODUCTION

In the 21st century, being a professional teacher is needed. Becoming a professional teacher requires good teaching experience. According to Brown (2000), teaching is the instruction and facilitation of learning, which enables the learner to understand, regulate the conditions of education. In line with Hazzan & Lapidot (2004) stated that teaching practice builds a bridge between university and schools and helps future teachers apply what they have learned at the university. Therefore, pre-service teachers, especially EFL teachers, need practical experience to prepare them to become professional teachers.

Most universities in Indonesia have a Faculty of Teacher Training and Education (FKIP). The English language education program is a study program that aims to prepare students to become professional teachers, especially in the field of English. The teaching practice program is one of the courses provided by the faculty to prepare students to become professional teachers. Taskin (2006) stated that the Teaching Practice program is designed to provide practical and theoretical skills for Pre-service teachers. In line with this, the Indonesian Minister of Education and Culture launched a program called *Kampus Mengajar* program as a forum to develop the teaching skills of Indonesian teacher candidates (Kemdikbud, 2020).

It is related with Minister of Education and Culture of Republic Indonesia stated that *Kampus Mengajar* is a part of *Merdeka Belajar-Kampus Merdeka* programs which aims to provide opportunities for students to learn and develop themselves through activities outside the lecture class. In the same line with the opinion of (Iriawan & Saefudin, 2021) stated that *Kampus Mengajar Program* is a part of *Kampus Merdeka* program which involves students in each campus from various educational backgrounds to assist the teaching and learning process in schools, especially at the elementary level and provide opportunities for them to learn and develop themselves through activities outside the classroom.

Kampus Mengajar program has goals and benefits as stated by the Kemdikbud (2021) that *Kampus Mengajar* program aims to empower students to assist the teaching process in elementary schools around villages/cities with the target of developing the ability of student as prospective teacher, one of which is in terms of student soft skills in the form of teaching ability.

In teaching, pre-service teachers cannot be separated from the ability to manage the learning process in the classroom. This ability is the spearhead in the success of the teaching and learning process. According to Suryosubroto (2002), the ability to manage the learning process is the ability or skill of teachers in creating an atmosphere of educative communication between teachers and students that includes cognitive, affective and psychomotor aspects, as an effort to learn something based on planning up to the evaluation and follow-up stages so that achieved teaching objectives (p. 19). In line with that, there are three main requirements that a teacher must have in order to be able to become a good teacher, namely; 1) Having the ability to design learning includes developing lesson plans, developing learning materials, and preparing evaluation tools; 2) Carry out teaching includes ability to open and close learning, using effective learning strategies and methods, and using learning media; 3) Ability to evaluate includes ability to choose an effective evaluation model (Anni, 2005; Maulina, 2015; Maulina & Rusli, 2019; Zainal et al., 2022).

Considering the importance, gaps both theoretically and practically mentioned, the researchers conducted research about EFL pre-service teachers' perception in managing the learning process during *Kampus Mengajar* program at Muhammadiyah University of Kendari, Indonesia in order to share and spread the significance information about this research.

METHOD

This research used qualitative research design with a thematic analysis method because the main purpose of this study was to analyze the perception of the EFL pre-service teacher in managing learning process carried out while on *Kampus Mengajar* program. According to Arnold (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns or themes in data. Therefore, this method can organize and describe the data in detail to interpret various aspects of the research topic. In line with that, qualitative research is how researchers develop theories from the perspective of phenomena or problems found in their participants (Creswell, 2012; Maulina et al., 2022; Maulina & Sari, 2022).

This research was conducted at the University of Muhammadiyah Kendari, which is located in building E right on Jalan KH. Ahmad Dahlan No. 10 Kendari. Southeast Sulawesi, Indonesia from November to December 2021. Data were collected through interviews consisting of several questions given to six alumni students of *Kampus Mengajar* program batch I who had been selected through purposive sampling.

Data collection techniques were used semi-structured interviews and the interview was conducted face-to-face. Then, data analysis in this study has been analyzed using an interactive model from Miles et al (2014) in their book *Qualitative Data Analysis: An Expanded Sourcebook* (3rd ed.), which includes data condensation, data presentation, as well as drawing conclusions and verification.

FINDINGS AND DISCUSSION

Findings

This study aims to investigate the perception of EFL pre-service teachers in managing the learning process during *Kampus Mengajar* program. Semi structured interview was conducted to 6 alumni of *Kampus Mengajar* program batch I from University of Muhammadiyah Kendari. The interview questions were arranged based on the theory proposed by Anni (2005) regarding the management of the learning process which includes learning design, development of learning materials, learning process, and evaluation process.

1. Learning Design

a) The Importance of Learning Design

Prior to teaching, teachers need to design their learning. When asked about the importance of designing the learning, the participants acknowledged the importance of the lesson design for their teaching and learning process. For them, designing the lesson is very important. S4 explained:

“It is important, because before teaching, if there is already a lesson plan that we will make later when teaching in the classroom, it will be more structured. So that's why is important.” (S4)

They further mentioned that by designing the learning, the learning process would be more structured, orderly, and directed. Teaching also becomes easier as reported by S1 and S5 below:

“Of course, because with the learning plan, it will eventually be more organized, more focused and can also make it easier for the teacher or me as a teacher in teaching students.” (S1)

“In my own opinion, it is very important so that when we teach, our teaching is structured and no material is missed.” (S5)

In addition, some participants considered that designing lessons would help them as a guide to minimizing errors that occurred during teaching. As said by S2 that:

“Yep, in my opinion designing learning is important because it is also a guide for teachers and then also to minimize errors, whether it's the suitability of the material and time or other mistakes that may appear during the learning process.” (S2)

It can be concluded that the preservice teachers realized that by planning lessons and making their guidelines for teaching easier and making them focus in teaching.

b) Lesson Plan Design

When designing the lesson, the pre-service teachers design their lesson based on the format provided by the school. As reported by S5 and S4 below;

“For the learning plan that I did, it was like compiling a lesson plan.” (S5)

“When we first taught, we made lesson plans based on the format provided by the school. We just have to adjust.” (S4)

During the designing process, there are many things that the pre-service teachers prepared teaching materials and also the learning media. As the participants stated that:

“For me personally, the first thing I made was compiling the lesson plans, and then making the materials. Don't forget to also prepare methods or techniques and media that I will use in class.” (S2)

“In designing learning, of course as a teacher, we usually prepare the lesson plans, prepare teaching materials and also learning media, that's what I did while attending the Kampus Mengajar.” (S3)

Though there are some preservice teachers who could not design their own lesson due to limited authorization, they think that it is also important to prepare the lesson themselves especially when they have little experience teaching at elementary school. As S6 said that:

“It's more about lesson plan, if it's other things, for example, for one semester it has been provided by the school.” (S6)

“Oh yah, by the way, when the Kampus Mengajar, we are the participants of Kampus Mengajar were not fully authorized to teach. So we made a program ourselves and for the problem of teaching in that class we were only needed when the teacher needed. So we don't make our own lesson plans but follow the teacher's lesson plans. Everything was prepared by the teacher and we just carried on.” (S1)

c) Difficulties Faced in Making Lesson Plans

During *Kampus Mengajar* program, there are many problems encountered during designing learning in the classroom. This is caused by several factors. One of the factors that have a considerable influence is because the basic education or majors taken during college are different from what they feel when participating in *Kampus Mengajar* program, namely carrying out the teaching and learning process in elementary schools. As the participants stated that:

“The difficulty is probably the most important because my background is in English, but when I was at the placement school, I was placed in mathematics, especially in high class. I had a hard time getting the materials, especially since the books were limited.” (S2)

“The difficulty is only more with the preparation for learning because the problem is because I am not from the Department of Elementary School Teacher Education so it is more about personal preparation in the form of understanding the material itself.” (S6)

With these factors, they lack ideas in determining the methods and strategies that will be used in class. As stated by S3 and S4 that:

“I didn't have many difficulties. It's just that most often it is in developing the material and preparing what methods and strategies I will use in class because it must be adapted to the needs of the students themselves.” (S3)

“The difficulty is in making the lesson plans, usually the lesson plans that I make are not suitable for some students, for example, some are more interested in audio, but it turns out that what I use is an image, usually when I combine it. So, if the students like audio, I usually use audio first and then I'll use pictures in the middle.” (S4)

In addition, there are several other problems such as the lack of teaching material such as books and it is also difficult to determine the learning media that will be used in the classroom, which are the problems they face in designing learning in the classroom. As stated by S5 that:

“Maybe the difficulty in designing the learning is from determining the learning media.” (S5)

2. Learning Material Development

a) Kinds of Learning Material

In developing learning materials, the participants from *Kampus Mengajar* only redeveloped material already provided in the thematic books at schools. As said by S3 that:

“I make learning materials based on themes in elementary school books.” (S3)

Moreover, to contextualize the learning, some teachers used their real life examples to help students understand the material quickly. As acknowledged by S4 that:

“For develop the material itself, I prefer to give it to real examples. For example, at that time we discussed the games that were inside the house and outside the house. So I prefer to relate the material in the book to what they experienced.” (S4)

Moreover, they argued that using real examples to support the material from the book helped increasing students' basic competence. As stated by S6 that:

“Because my students are experiencing a transition period from online to offline learning, so many lessons are skipped and ineffective in online learning. So for learning material, I developed it for the basic understanding first. For example, there is material in the book which I directly explain to real everyday life. It's more about a decrease in their own basic competence.” (S6)

Furthermore, there are some participants who also make their own teaching materials in the form of alphabets and numbers because the focus of teaching aimed at *Kampus Mengajar* program is in the form of teaching literacy and numeracy. As admitted by S5 that:

“For the material itself, I made it myself in the form of alphabets and numbers.”(S5)

b) Sources of Learning Materials

The development of teaching materials in the form of learning materials has been developed and most of them are sourced from books and supported from the internet. The use of material from the internet is due to limited numbers of books at school. As the participants stated that:

“The source of the material is usually books, but because the books are also limited, I also look for materials on the internet. And in my opinion, the material obtained from the internet is more effective during the learning process such as YouTube or Google.” (S2)

“From the books given to us by the school as well as additional material from that book, we searched the internet.” (S1)

Based on the explanation above, the development of material sourced from books, the participants used thematic books as well as books in the library and adapted to the curriculum used by the school, especially in every subject that was effective. Furthermore, the development of material sourced from the internet, the participants searched through the web in the form of google and also from youtube. Then, there were also some participants who did their own improvisation by making animated videos and self-developed materials. As acknowledged by S5 that:

“There are various sources of material, some from books, some from the internet, and also from my own improvisations, such as playing animated learning videos.” (S5)

The participants combine sources of learning materials so that students are not bored and bored during the learning process. As stated by S3 that:

“I took the material myself from books and also from other sources such as the internet, because if I follow it from books, students tend to get bored.” (S3)

In the opinion of the participants, combining sources from books and internet is considered very effective. The students became more active during learning process and their learning outcomes were quite satisfactory because they understood the material well. As the participants stated that:

“The source of the material is usually from books and the internet. And I think it's effective because the students quickly understand and understand what the material I explain when we give examples to the real environment.” (S4)

There were some participants who only used material from books not the internet. As acknowledged by S6 that:

“The source of the material is from books because they use thematic books. I don't use the internet because they don't understand about the internet, while about books the students still lack knowledge, and besides that the internet network where I teach is not very good” (S6)

As elaborated previously, the materials used in teaching are from books and internet. The teachers also made their own video for their class.

3. Learning Process

a) Effective Teaching Methods and Strategies

In the learning process carried out during *Kampus Mengajar* program, there are several learning strategies that they consider effective when carried out teaching during *Kampus Mengajar* program such as PJBL (Project Based Learning). As stated by the participants that:

“Well, one of them, as I mentioned earlier, is like PBL, besides that, of course, I use the lecture method a little, and also the discussion method. I think it is

effective because the first thing I use is PJBL where of course the students are more active than the teacher, the second I use lectures because I have to explain also to the students the material I want to teach, and the last is discussion.” (S1)

“For the method I use the lecture, discussion, game, and also I use PJBL.” (S5)

Based on the explanation above, the participants use the Project Based Learning method in their learning, it is expected that students will be more active than their teachers. By using this method, students will be more creative and will certainly help in teamwork. Furthermore, the participants also dominantly used the lecture and discussion methods during the learning process in class. As the participants stated that:

“Actually, there are various kinds of strategies or methods that I use in class. Sometimes I use the discussion method and also lecture to students because as we know that elementary school students tend to get bored if they only use one method.” (S3)

“For the learning process is more of a discussion, then the team works together, usually I divide into groups.” (S4)

Based on the explanation above, the participants used the lecture method to provide detailed explanations to students about the subject matter at that time. Then the discussion method is also used so that students actively ask each other in class and also hone students' critical thinking skills during the learning process.

The characteristics of elementary school students who are still in the process of growth and development also make the participants do strategies to play while learning. As recognized by S3 and S5 that:

”As we know that elementary school students tend to get bored if they only use one method. For my own strategy, I usually do Ice Breaking because children usually like to learn while playing” (S3)

“For the method I use the lecture, discussion, game method, and also I use PJBL.” (S5)

Based on the recognition by the participants above, they always do Ice Breaking activities and also games during the learning process so students don't get bored in class.

b) Effective Teaching Media

During teaching in *Kampus Mengajar* program the participants use learning media to support their teaching. As the participants stated that:

“Yes, apart from that the learning media was audio from a book, we also made blocks in the shape of a space to teach mathematics. And I think it's effective because students don't know what it really looks like in a book. so using learning media really helps them in learning and understanding.” (S1)

“Yes, I use learning media such as flash cards, besides that there are pictures that I have printed as visual media.” (S3)

“Yes, I used the Alphabet poster, and also a flash card.” (S5)

Based on the explanation above, some of the learning media that they consider effective are audio media such as music. In addition, some participants also used 3D media such as shaped blocks to teach building shapes in mathematics lessons and some also used flash cards and alphabet posters to learn reading to students.

Furthermore, some participants also use audio-visual media such as video because it has a high level of effectiveness according to the character of the students who like videos such as animation etc. They also use visual or image media during the teaching and learning process. As stated by S4 and S6 that:

“Yes, I use pictures, animated videos from youtube, and also music.” (S4)

“Yes, as an example, the most common ones are the use of videos, I invite my children to watch videos for subject matter such as art.” (S6)

On the other hand, there were some participants who did not make their own learning media but only used school facilities such as whiteboards to explain the material. As S2 admits that:

“During that teaching, I did not use learning media, only used school facilities such as whiteboards to explain.” (S2)

c) Challenges in Teaching

During *Kampus Mengajar* program, there are various challenges faced by the participants in carrying out the teaching and learning process in the classroom. As stated by the S1 that:

“Of course, finding out how to understand students by improving the material that has been given by the teacher so that it is not monotonous. Besides that, how do I approach the students I teach.” (S1)

Based on the recognition above, they have difficulty understanding students in learning and also approach students so that students do not get bored while they teach in class. In addition, one of the challenges that the participants feel the most is carrying out lessons that they are not experts in their fields or are not in accordance with their majors so that they need adjustments in carrying out the teaching and learning process. As said by S2 that:

“That was the problem with a background that was not math but had to learn math, so that became a big challenge for me. Then yes, the lack of learning resources such as books is limited.” (S2)

On the other hand, the number of students is also a challenge for them. There are participants who have a lot of students and over quota and there are also participants who have very few participants when face to face in class. As acknowledged by S3 and S6 that:

“The challenge is sometimes when we carry out face-to-face learning only a few people come to school to learn.” (S3)

“The challenge is more of a challenge to combine the teaching materials themselves. How can I talk to the students. Eh, yes, one of the biggest challenges is the students who exceed the quota.” (S6)

The next challenge is that participants find many students who still do not know letters and are also not good at reading. In addition, looking for the mood of students and finding students who do not obey is also a challenge for the participants when teaching in class. As acknowledged by S3 and S4 that:

“The challenge is, as we all know that elementary school students don't all want to obey. For example, like when we ask to do assignments or quiz questions, not all of them do the assignments that I give.” (S3)

“The next challenges are usually from the students, sometimes there are still many students who don't understand because there are still many who don't know how to read, don't know letters, so sometimes it's difficult to teach them. The last one is a challenge from me. The challenge is to find the mood of the students to be interested in our lesson.” (S4)

Lastly, there is a feeling of nervousness and worry when they start teaching in the class and it becomes one of the most dominating difficulties and challenges when they teach in class. As acknowledged by S5 that:

“For the challenges when teaching mostly come from myself, it's like because I'm just starting to teach so I still feel nervous and worried whether when I teach my students understand the material I teach or not.” (S5)

3. Evaluation Process

a) Kinds of Evaluation

After carrying out the learning process, the participants also carried out a learning evaluation process during *Kampus Mengajar* program. In evaluating the learning, there are many things they do. As stated by the participants that:

“Yes, I did an evaluation. One of the evaluations is using puzzle media. Then another evaluation model, namely I asked them to form groups and complete the tasks I gave them. In addition, there are also daily and semester tests.” (S1)

“Yap. If I evaluate the learning, I have received advice from my supervisor at the end of each lesson to give them questions. So, I gave them a task and then they answered it and it will be collected next week. So that's what I used as an evaluation material. In addition, in class, sometimes I immediately give questions to them and it becomes my evaluation material about the extent of their knowledge of the material I have taught.” (S2)

Based on the explanations of the two participants above, they evaluate through giving projects in class such as working together in solving puzzles using puzzle media and others. Then, they also give assignments to be completed, both homework assignments and questions that must be done in class. In addition, they also provide quizzes at the end of each lesson to students. As said by S3 that:

“Yes of course. There are several forms of evaluation that I do, for example in the form of a quiz at the end of the lesson, besides that there are also daily tests and semester tests” (S3)

On the other hand, there were also some participants who saw the evaluation results from the results of visual observations in the form of direct questions and answers to students in class. As stated by the participants that:

“Yes, usually the evaluation is at the end of the learning material. For example, one learning material has been completed, I see the results, usually if there are those who are not fluent in reading or do not know numbers, I usually give them a separate lesson first before going home. So the results of my evaluation were based on visual observations. The evaluation is in the form of direct questions and answers to students.” (S4)

“Yes, one of the evaluations I did was a weekly evaluation. So I will see how the learning outcomes of the students are the results of their assignments and the results of my notes. The evaluation is in the form of an oral question and answer, but the atmosphere is made comfortable for students.” (S5)

“There is also the form of who can answer questions faster if they can go home first.” (S6)

Lastly, they also provide daily tests and semester tests to students. As the participants reported below:

“Yes, I did an evaluation. One of the evaluations is using puzzle media. Then another evaluation model, namely I asked them to form groups and complete the tasks I gave them. In addition, there are also daily and semester tests.” (S1)

“Yes of course. There are several forms of evaluation that I do, for example in the form of a quiz at the end of the lesson, besides that there are also daily tests and semester tests.” (S3)

b) Reasons for Effective Evaluation

In the evaluation process, the participants acknowledged that the learning evaluation model they did while participating in *Kampus Mengajar* program had a fairly good level of effectiveness. As stated by S1 that:

“Yes, because students will remember the lessons that have been taught earlier and Alhamdulillah, their cognitive values and confidence levels have increased.” (S1)

From the explanation above, subject 1 sees the learning progress of students who are able to remember learning faster. In addition, there is an increase in the cognitive value and level of self-confidence of students in the classroom during the learning process. Some participants also admitted that by carrying out such an evaluation process they could see that many students were more familiar with the material than those who did not understand the material. As stated by S2 that:

“So far, I think it's quite helpful for evaluating student understanding, especially if for example the assignment is done on the spot so I can know roughly how far the students understand or which students don't understand the material I teach. And in my opinion, their cognitive scores have increased because many students understand more than students who don't understand.” (S2)

In addition, the participants also saw that the scores obtained by students when taking the test also had scores above the average Minimum Completeness Criteria (KKM). As has been claimed by S3 that:

“I think it is effective because of the results of their achievement scores when taking the quiz. In addition, their final score on average is up to the Minimum Completeness Criteria (KKM) that has been determined by the school.” (S3)

Last, students can also be motivated by their friends who are able to answer questions from the teacher in class. As acknowledged by S5 that:

“Yes, I think it is effective because indirectly when I ask the other children, they are very happy and focus on the child who answers my question. So they learn from there if there is a true friend they follow.” (S5)

Discussion

This research is conducted to investigate the perception of EFL pre-service teachers in managing the learning process during *Kampus Mengajar* program which was attended by students of English Education at the Muhammadiyah University of Kendari. The results of this study indicate that the participants have a positive perception in learning process management during *Kampus Mengajar* program and it can improve their competence as an EFL pre-service teacher.

1. The Learning Design

With regard to the process of design the lesson, the participants of this study acknowledged the importance of lesson design to make the lesson more structured organized, and directed and able to achieve the learning objectives. Hakim (2009) stated that learning planning is preparation for managing learning that will be carried out in the classroom to achieve learning objectives. They also believe that by making lesson plans it will be a guide for them to teach more easily and make them focus on teaching. This is in line with the opinion of Syah (2007) that there are at least six benefits and importance of learning planning, namely; as a guide for activities in achieving learning objectives, as a basic pattern in regulating and having authority for each party involved in learning activities, as a work guide for each element, both teacher and student elements, as a measuring tool for the effectiveness of a job, as well as to save time, manpower, tools, and costs.

According to Putra & Suniasih (2015) lesson plans are designed in the form of syllabus and lesson plans. Learning planning includes: preparation of lesson plans, preparation of media and learning resources, assessment tools and learning scenarios. The

results showed the same phenomenon that based on their experience during *Kampus Mengajar* program in designing learning they prepared many things such as lesson plans, teaching materials, and also learning media. On the other hand, the researcher also found that in designing lesson plans, not all participants were given a policy by the school to handle the class in full, so they were not required to make lesson plans and would only follow the lesson plans designed by the teacher.

Brown (2001) and Badriah (2013) state that the success of the teaching and learning process is influenced by the lesson plan. However, based on the findings of the researchers that while participating in *Kampus Mengajar* program there are several factors that have a considerable influence, one of which is because the basic education or majors taken during college are different from what they feel when participating in *Kampus Mengajar* program, namely carrying out the teaching and learning process at elementary school, so this affects the effectiveness of the teaching and learning process in the classroom which is deemed less efficient. In addition, this also causes a lack of the value of their professional competence as prospective teachers, as said by Mulyasa (2007) that professional competence is a skill in mastering the material in depth. Professional competence includes; understand the type of learning, use teaching materials, and select and determine teaching materials (Mulyasa, 2007, p. 138).

2. Learning Material Development

In essence, the learning process in *Kampus Mengajar* program emphasizes literacy and numeracy-based learning in all subjects. Hamzah (2021) in his research found that the implementation of literacy and numeracy learning by students in schools was carried out through learning to read, write, speak, analyze, and understand mathematical symbols and numbers. In this study, the researchers found that in the implementation of literacy and numeracy-based learning the participants developed teaching materials based on the material in the students' thematic books which were already complex. In addition, the researcher also found that in practice the participants usually explain the material in thematic books with their real lives to stimulate their knowledge so that students can quickly understand the learning material. This finding is in line with the results of research conducted by Wiradika & Retnawati (2021) regarding Contextual Learning in Elementary School, they found that contextual-based learning has a large effect on the achievement of students' cognitive scores above the national Minimum Completeness Criteria and the use of CTL in elementary schools, it is necessary to pay attention to thematic learning and try to be close to the child's environment.

Then, Zainiyati (2017) stated that the media as a learning resource is needed in learning activities. For students, media is used to make it easier to learn messages in learning. And for educators, media can be used as a tool that can make it easier to convey messages and design learning for students. The research findings found that *Kampus Mengajar* participants developed teaching materials mostly from books and the internet. The book is a thematic book that has been provided by the school while the material sourced from the internet they get through web searches in the form of Google and also YouTube.

3. Learning Process

To achieve an effective learning process, prospective teachers are required to find strategies and effective learning methods to be used in classroom learning. The researcher found that *Kampus Mengajar* participants used the PJBL (Project Based Learning) method in their classroom learning. The use of this method was considered effective by

the participants compared to conventional methods because it saw the activity and also the learning outcomes of students in class. This finding is similar to Susanti & Hardini (2019) research which they found that project-based learning models in achieving cognitive learning outcomes were more effective than conventional models in innovative learning. Another study conducted by Almulla (2020) also showed that PJBL techniques increase student engagement by enabling knowledge and information sharing and discussion. Thus, the PJBL approach is highly recommended for use in education by students and should be encouraged in universities.

In addition, the use of effective learning media is one of the educational activities. Pre-service teachers must be able to use learning media and information and communication technology for learning needs. The findings of this study found that during teaching at *Kampus Mengajar* program the participants used learning media to support their teaching. For example, they use audio media, visual media, audio visual media, and 3D media such as shaped blocks to teach building shapes in math lessons and others. It means the pre-service teachers were good in using instructional media. This finding is in line with Setyowati (2006) that various kinds of learning media such as audio aids that can be used in learning are record players, tape recorders, radio. Some of these visual aids are blackboards, posters, cartoons, real objects, picture series, wall charts, flash cards, word cards, pocket cards, and other materials (p. 56).

Furthermore, classroom management is also one of the challenges that need to be considered by pre-service teachers. In this study, *Kampus Mengajar* participants were still weak in classroom management. In educational learning activities, teachers must manage the class effectively. According to Richards & Renandya (2002, p. 364) classroom management is all conscious efforts made by teachers to achieve learning and efforts to motivate students who are not interested in learning and provide encouragement and the role of the teacher. Therefore, teachers must have the ability to manage classes in an orderly manner to achieve learning goals and provide motivation for students who are not interested in learning.

In this study, the participants were still weak in classroom management. It happened because of several factors. First, the participants had difficulty understanding students in learning and also motivating students in learning. Second, the participants did not understand with certainty the learning material caused by differences in educational background during college so that adjustments were needed in carrying out the teaching and learning process. Third, the number of students who exceed the quota also affects pre-service teachers in managing the class. Finally, there was a feeling of nervousness and worry when they started teaching in class because their first experience in teaching affected the learning process in the classroom.

Based on the explanation above, it can be concluded that *Kampus Mengajar* participants are good at determining learning methods and strategies and using effective learning media for learning needs. And the participants are still weak in classroom management.

4. Evaluation Process

In this study, the participants carried out assessments and evaluations according to the directions given by the teacher and also in accordance with the curriculum. This means that the participants are good in assessment and evaluation. As we know that assessment and evaluation are very important in learning. It aims to determine the extent to which students' understanding of the learning material. In addition, teachers can provide opportunities for students to want to learn more. As Jabbarifar (2009) said that

the purpose of assessment and evaluation is to provide opportunities for students to show what they have learned rather than catch them or show what they have not learned (p. 2).

The findings of this study stated that the participants carried out evaluations such as giving projects in class, giving quizzes at the end of each lesson, and conducting direct questions and answers to students. This finding is in line with the opinion of Brown (2004) which states that assessment is an ongoing process that covers a much wider domain. For example, when a student answers a question, makes a comment, or tries a new word structure. The teachers unconsciously make an assessment of student performance (p. 4).

CONCLUSSION

Based on the findings presented in the previous, the researcher found that first, in the development of soft skills, in this case teaching abilities, in general, *Kampus Mengajar* participants have good abilities. This can be seen in their ability to design lessons very well such as making lesson plans, preparing learning media, and preparing themselves before teaching. In addition, *Kampus Mengajar* participants are also very good at developing learning materials according to the curriculum that has been set by the school. Then in the learning process, the participants were able to determine and use methods and strategies as well as learning media that will be used during class learning. However, the participants were still lacking in classroom management due to several factors such as the number of students exceeding the quota and the participants not understanding the exact learning material caused by differences in educational background during lectures, so adjustments were needed in carrying out the teaching and learning process. Thus, this also affects their professional competence as prospective teachers. Furthermore, at the stage of the learning evaluation process, the participants also have very good abilities. This can be seen in the research findings which explain that the participants have carried out the evaluation process in accordance with the teacher's direction.

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