

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the research questions, the purpose of the research, the significance of the research, the limitations of the research, and the definition of key terms.

A. Background of the Research

In the era of Industry 4.0, technological competence is paramount for success in various fields. This includes proficiency in utilizing advanced technologies such as artificial intelligence, big data analytics, cloud computing, and the Internet of Things (IoT) to streamline processes, improve efficiency, and drive innovation. English proficiency plays a crucial role in technological competence due to several reasons:

1. **Global Communication:** English is the primary language of global communication, especially in the tech industry. Proficiency in English enables professionals to collaborate effectively with colleagues, clients, and partners from around the world, facilitating the exchange of ideas and knowledge.
2. **Access to Resources:** A massive portion of technological resources, including documentation, tutorials, and forums, are available predominantly in English. Proficiency in English allows individuals to access and leverage these resources effectively, keeping them updated with the latest advancements and best practices in their field.

3. **Networking and Collaboration:** English proficiency enhances networking opportunities and fosters collaboration with experts and peers in the global tech community. Whether it is participating in conferences, webinars, or online forums, fluent English speakers can engage more actively and build valuable professional relationships.
4. **Career Advancement:** In many industries, especially tech-related ones, English proficiency is often a prerequisite for career advancement. It opens doors to international job opportunities, higher-paying roles, and leadership positions within multinational companies.
5. **Understanding Technical Documentation:** Many technical documents, software interfaces, and coding languages are predominantly in English. Proficiency in English allows individuals to comprehend and interpret technical documentation accurately, facilitating smoother implementation and troubleshooting processes.

In summary, in the era of Industry 4.0, technological competence and English proficiency are deeply intertwined. Individuals with strong English skills have a significant advantage in navigating the complex landscape of modern technology, fostering innovation, and advancing their careers in the global marketplace. The field of education in Indonesia still faces several challenges related to the educational quality, an uneven distribution of teachers, and the perceived inadequacy of teacher quality (Sjahrifa, 2018). Currently, many schools in remote areas are suffering in lack of teachers for instruction. Indonesia has several regions with a shortage of teachers. Teachers are not evenly distributed throughout the entire country. There are many urban schools

have more teachers than needed, while many remote schools have very few teachers (Surya, 2012).

Merdeka Belajar-Kampus Merdeka has main programs; ease of opening new study programs, changes to the higher accreditation system, ease of state universities becoming legal entity and the right to study for 3 semesters outside the study program. Students are given the opportunity to take credits, in the form of 1 opportunity to take courses outside their study program and 2 semesters to carry out learning activities outside the university (Tohir, 2020).

Educational approach within *Kampus Merdeka* places great importance on students-centered learning. This encourages students to face challenges and seize opportunities that foster innovation, creativity, and self-reliance by engaging in real-world experiences and dynamic fieldwork. As a result, this policy aims to enhance the competence of university graduates, equipping them with the important skills necessary to adapt to the ever-changing demands of society, culture, the workforce, and technological advancements.

The presence of the Covid-19 pandemic affected the implementation of *Kampus Merdeka* programs that had been planned had to undergo some adjustment. Nevertheless, some aspects of the *Kampus Merdeka* programs continue to be conducted, including *Kampus Mengajar* program. This program's first batch officially launched for February 9, 2021, and involved approximately 15,000 college students throughout Indonesia who are tasked with teaching school students in their respective area (Aditya, 2021)

Kampus Mengajar (KM) is a component of the *Merdeka Belajar-Kampus Merdeka* (MBKM) policy, directly organized by the Ministry of Education and

Culture (*Kemendikbud*). The main objective of this *Kampus Mengajar* program is to engage in teaching within schools located in the vicinity of students' residence, whether in villages or cities. These activities encompass more than just solely taking on the teacher's role in teaching, they complement to enrich material and learning strategies for students at school. Activities not only help in teaching, nevertheless, help the administration of both schools and classes, help teachers in adapting to technology to support good administration and learning processes. The benefits of this program include offering educational materials and guidance for elementary school student (Rosita & Damayanti, 2021). Students are expected to be able to upgrade knowledge, creativity, leadership and other interpersonal skills.

Kampus Mengajar is involving university students from the fourth semester and above with any study program and department. Education students are expected to participate in this program. As the main goal of this program is to increase students' the literacy and numeracy skills, language students are also expected to be involved in this program. English students actively participate in the '*Kampus Mengajar*' program, demonstrating their dedication to community engagement and education. Through this initiative, they contribute their language and teaching skills to local schools, fostering a supportive learning environment. Besides enhancing their own proficiency, English students making a positive impact on the students they teach, promoting cross-cultural understanding and educational growth. Their involvement in *Kampus Mengajar* reflects their commitment to social responsibility and the power of education as a force for positive change in the community.

Kampus Mengajar has proven to be an excellent platform for enhancing pedagogy and curriculum development. This innovative educational initiative

provides a unique opportunity for educators to gain direct experience by teaching in underserved communities, allowing them to understand diverse learning needs and challenges. This practical experience enriches their teaching methods and equips them with a deeper understanding of curriculum design that caters to specific needs of their students. *Kampus Mengajar* fosters collaboration and the exchange of ideas among educators, further enriching pedagogical approaches and curriculum development. By engaging with real-world teaching and collaborating with fellow educators, participants can refine their teaching techniques, making this program a valuable asset in the continuous improvement of education in Indonesia.

Kampus Mengajar is expected to offer significant changes to educational quality in Indonesia. The participants need to help schools in teaching activities, be the teacher's partner while teaching and learning, increase reading and counting interest to improve students' literacy and numeracy skills, improve students' character, improve motivation and develop students' interest in learning. In addition, the participants are expected to provide adaptation to technology, providing teacher and students to understand the technology needed in learning activities, providing information to teachers on how to operate Microsoft Office, and help the school administration.

Kampus Mengajar, which translates to "Campus Teaching" in English, is an initiative in Indonesia where university students volunteer to teach in remote areas with limited educational resources. This program holds several significances for English proficiency:

1. Access to English Education: *Kampus Mengajar* provides students in remote areas with access to English education, which they might not otherwise have due to limited resources or qualified teachers.
2. Native Speaker Interaction: Volunteers in *Kampus Mengajar* often come from universities where English proficiency is higher. Their presence allows students in remote areas to interact with native or proficient English speakers, which can significantly improve their language skills through immersion and real-life conversations.
3. Improved Learning Environment: By introducing qualified teachers and resources, *Kampus Mengajar* creates a more conducive learning environment for English language acquisition. This structured approach can lead to better understanding and retention of English concepts and pronunciation.
4. Empowerment and Opportunities: Proficiency in English opens up various opportunities for individuals, including better employment prospects, access to higher education both domestically and internationally, and participation in global conversations. By enhancing English proficiency through programs like *Kampus Mengajar*, students in remote areas can empower themselves to pursue these opportunities.
5. Cultural Exchange: Beyond language skills, *Kampus Mengajar* fosters cultural exchange between urban volunteers and rural communities. This exchange of ideas, perspectives, and experiences enriches the learning process and promotes understanding between different socio-economic and cultural backgrounds.

Overall, *Kampus Mengajar* plays a crucial role in bridging the gap in English proficiency between urban and remote areas in Indonesia, thereby contributing to the overall development and empowerment of the country's youth.

Unfortunately, *Kampus Mengajar* still have deficiencies experienced by the participants. Lack of socialization to the universities related to the technical implementation, difficult to convert semester credit system and grades from the program to the students' main grades. These problems need to improve on the next batch, such as socialization to the universities by the *Kampus Mengajar* program, aims to the students, lecturers, and the university's administration officers.

Kampus Mengajar participants come from various universities throughout Indonesia, whether from State University (PTN) or Private University (PTS) in Indonesia, from many departments, especially students in Educational Faculty. Nevertheless, students from other department from several universities of South Kalimantan took part on this program. *Kampus Mengajar* implementation flow which is carried out after following a series of selection stages consist of: Pre-assignment (*Pra-penugasan*), assignment (*penugasan*), and final assignment (*akhir penugasan*), (Iriawan & Saefudin, 2021)

The implementation of *Kampus Mengajar* 6th Batch program, there were also several problems that emerged from the participants after carrying out the *Kampus Mengajar* program from the previous study, including not converted 20 of course credit, lack of space for quick response between the committee and participants, lack of support from the school towards *Kampus Mengajar* and others, in this case the researcher needs to know more about the problems that exist in terms of the 6th Batch of *Kampus Mengajar* participants which are the benchmarker and

evaluations of the next batch of *Kampus Mengajar*. Therefore, the researcher is putting an interest in finding out the experiences of South Kalimantan's English Education student since they signed up to the registration, selection, pre-assignment and when teaching while undergoing the *Kampus Mengajar* program at the schools in South Kalimantan province. This research will be two theories, specifically the adult learning theory, and the experimental learning theory.

B. Research Questions

Based on the background of the research explained above, the research questions are formulated into the several following questions:

1. What are the experiences of college students from South Kalimantan while undergoing the *Kampus Mengajar* program at the schools in South Kalimantan Province?
2. What are the experiences of college students from South Kalimantan when teaching English while undergoing the *Kampus Mengajar* program at the schools in South Kalimantan Province?

C. Purpose of the Research

Based on the research question mentioned above, the purpose of this research are as follows:

1. To find out the experiences of college students from South Kalimantan while undergoing the *Kampus Mengajar* program at the schools in South Kalimantan Province.
2. To find out the experiences of college students from South Kalimantan when teaching English while undergoing the *Kampus Mengajar* program at the schools in South Kalimantan Province.

D. Significance of the Research

The results of this study is expected can be useful in the education field, especially for the students, English Education Study Program, and other researchers.

1. For the students

The research is expected to offer for valuable insight into the *Kampus Mengajar* program, specifically the upcoming participants of *Kampus Mengajar* program in the next batch by presenting the further investigation of difficulties experienced by the participants and hopefully will improve the problem.

2. For other researchers

This study is expected to offer information or as reference to be developed for subsequent studies. The researcher would like to encourages other researchers to evaluate, revise, redesign or modify this study and conducted the similar study with the different forms, place and objectives.

3. For *Kampus Mengajar* program

This study is expected to be an evaluation for *Kampus Mengajar* Program Next Batch. The experiences and difficulties from previous batch will make a change for the next implementation.

E. Limitation of the Research

The researcher restricted the study which are 12 college students from universities in South Kalimantan who are participating in Batch 6 of the *Kampus Mengajar* program, where they were involved in teaching English in the class. This research focused on these students' experiences while undergoing the

Kampus Mengajar program at schools in South Kalimantan Province, as well as their experiences while teaching English within the program.

F. Definition of Key Term

Kampus Mengajar

Kampus Mengajar as outlined in the *Kampus Mengajar* program guidebook, is a component of the *Kampus Merdeka* initiative, seeks to offer students chances for personal growth and learning beyond traditional classroom settings. Within this program, students will be assigned to schools where they can contribute to the educational process (*Direktorat Jenderal Pendidikan Tinggi Kementrian Pendidikan dan Kebudayaan, 2021*).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter serves the conclusions and suggestions that are obtained from the results and discussion of experiences of college students in participating the *Kampus Mengajar* Batch 6 program.

A. Conclusion

The participants of this study, which are college students, have faced various experiences that improved their skills and experience during the *Kampus Mengajar* Batch 6 program. There are sets of initial processes the participants went through before undergoing this program, such as registration and selection, tests, and pre-assignment process. Furthermore, the participants able to observe the school circumstances and communities through the school survey, starting with the school building and facilities condition, teachers' quality and quantity, and students' comprehension.

Most of the participants of this study did not face any serious problem while undergoing *Kampus Mengajar* Batch 6 program. Although some of the participants did struggle with some problems that caused them to improve their skills both hard skills and soft skills. Whether they are from English Education department or not, the participants showed their enthusiasm in teaching English during the program.

In addition, this program provides the participants with the opportunity to implement their knowledge and gain experiences in teaching more than three

hours per week. The English materials taught by the participants are various one to another in different methods and approaches. Participants creative ways in teaching caused the teaching and learning activities to become more interesting and achieve the goal effectively.

However, based on the participants experiences this can be concluded that *Kampus Mengajar* Batch 6 program provides many positive impacts and benefits for them to gain more experiences, improving and increasing their skills and contribute to the education in Indonesia, especially in increasing the number of literacy and numeracy skills of the students in elementary school, primary school, and high schools. Every work program and activity conducted by the *Kampus Mengajar* Batch 6 program while taking part in this program also provides positive and potential impacts and benefits for the school, this is consistent to the main goal of *Kampus Mengajar* to increase students' literacy and numeracy.

B. Suggestion

Based on the findings in this study, the suggestions to be served through this research are as following:

1. For the next *Kampus Mengajar* students

The next batch of *Kampus Mengajar* participants need to prepare themselves for the main goal of this program. So, when they are interested and selected to the program, they can prepare for the work programs, teaching materials, teaching methods, teaching media, and

their confidence in teaching. Also, they need to prepare themselves for the condition of the school environment.

2. For another researcher

The researcher suggested for the next future researcher who has interest in this study about the experiences of the students during the Kampus Mengajar program to conduct research with proper methodology and more numbers of respondents by using better instruments to earn more further information.

3. For Kampus Mengajar program

From the experiences and problems faced by all participants, they complained about the website system of Kampus Mengajar to be fixed because it is often out of order. In addition, the researcher suggested that the Kampus Mengajar committee to provide proper communication tools between the participants, supervisor, and committee. Then, because of its positive impacts to education, the researcher expected this program to be sustainable with better improvement.

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