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**A Case Study of English Teaching Experiences in Undergoing Kampus Mengajar Batch 6 Program in South Kalimantan Province**

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**ABSTRACT (11 pt bold, 150-200 words)**

**Introduction.** *The Kampus Mengajar program is initiated by the Ministry of Education, Culture, Research, and Technology of Indonesia since 2021. This program is aimed to be one of the solutions to heal the education during the pandemic by equipping university students to be part of the school for several months and helps in teaching and learning activities, improving the literacy and numeracy skills of students and digitalizing the school administration. This study is conducted to find out the experiences of university students of South Kalimantan Province who was participating in Kampus Mengajar Batch 6 Program.*

**Data Collection Methods.** *This research employed a qualitative method in phenomenology approach with 12 participants of college students in South Kalimantan Province who are taking part in Kampus Mengajar Batch 6 Program. The main source of data was an online open-ended questionnaire and documentation as evidence that related to the research information.*

**Data Analysis.** *The data analyzing was implemented by using the thematic analysis, using two theories; the Experiential Learning Theory and Adult Learning Theory.*

**Results and Discussion.** *The data findings serves in several themes collected from the questionnaire.*

**Conclusion.** *They were the motivation in joining the Kampus Mengajar batch 6 Program, the initial process for Kampus Mengajar Batch 6, teaching English during the Kampus Mengajar Batch 6 program, valuable and memorable moments during Kampus Mengajar Batch 6, problems while the assignment and how to overcome with it, skills improvement during Kampus Mengajar batch 6 program, and adjustment to the school environment.*

**Keywords:** *English Teaching, Kampus Mengajar, Kampus Merdeka*

**ABSTRAK**

**Pendahuluan.** *Program Kampus Mengajar diinisiasi oleh Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia sejak tahun 2021. Program ini bertujuan menjadi salah satu solusi pemulihan pendidikan di masa pandemi dengan membekali mahasiswa untuk menjadi bagian dari sekolah selama beberapa bulan dan membantu kegiatan belajar mengajar, meningkatkan kemampuan literasi dan numerasi siswa serta digitalisasi administrasi sekolah. Penelitian ini dilakukan untuk mengetahui pengalaman mahasiswa Provinsi Kalimantan Selatan yang mengikuti Program Kampus Mengajar Angkatan 6.*

**Metode penelitian.** *Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi dengan subjek sebanyak 12 orang mahasiswa di Provinsi Kalimantan Selatan yang mengikuti Program Kampus Mengajar Angkatan 6. Sumber data utama adalah kuesioner online terbuka dan dokumentasi sebagai bukti yang berkaitan dengan informasi penelitian.*

**Analisis data.** *Analisis data dilakukan dengan menggunakan analisis tematik yang dikembangkan oleh Braun dan Clarke (2006). Penelitian ini menggunakan dua teori yaitu Experiential Learning Theory yang dikembangkan oleh David Kolb dan Adult Learning Theory yang dikembangkan oleh Malcolm Knowles.*

**Hasil dan Pembahasan.** Temuan data disajikan dalam beberapa tema yang dikumpulkan dari kuesioner.  
**Kesimpulan dan Saran.** Diantaranya motivasi mengikuti Program Kampus Mengajar angkatan 6, proses awal Kampus Mengajar Angkatan 6, pengajaran bahasa Inggris selama program Kampus Mengajar Angkatan 6, momen-momen berharga dan berkesan selama Kampus Mengajar Angkatan 6, kendala-kendala selama penugasan dan cara mengatasinya, peningkatan keterampilan selama program Kampus Mengajar angkatan 6, dan penyesuaian dengan lingkungan sekolah.

**Kata Kunci:** *Kampus Mengajar, Kampus Merdeka, English Teaching Experiences*

## I. INTRODUCTION

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. 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).

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 is also an effort to build understanding on the level of human resource development related to comprehending the presence of digital media. This understanding will also be very useful in supporting the independent campus learning process in the 4.0 technology era. (Isnaniah, 2022).

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:

**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.

**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.

**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.

**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.

**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 6<sup>th</sup> 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 6<sup>th</sup> Batch of Kampus Mengajar participants which are the benchmark 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.

## **II. METODHS**

This study uses a qualitative descriptive technique that focuses on the finding out of English teaching experiences of the students while undergoing the Kampus Mengajar program in South Kalimantan. The respondents of this study are students of several colleges that were participated in Kampus Mengajar batch 6 program. The researcher uses questionnaire in order to collect the data. Crafting these inquiries necessitates a balanced approach, ensuring that the number of questions strikes a harmonious equilibrium not overwhelming the participants with an excessive number of queries nor offering an insufficient set of inquiries. Instead, the focus lies in tailoring these questions meticulously

to align with predetermined indicators or criteria (Siyoto & Sodik, 2015). The researcher then using numbers of questionnaire, following is the list of questions:

A. Students Background

- 1) Your name (Nama)
- 2) Gender (Jenis Kelamin)
- 3) Semester when you were undergoing Kampus Mengajar Batch 6 (Semester saat penugasan Kampus Mengajar 6)
- 4) Name the school you were undergoing Kampus Mengajar batch 6 in (Nama sekolah penugasan Kampus Mengajar 6)
- 5) Institution (Instansi)
- 6) Major (Program studi)

B. Initial process of Kampus Mengajar Batch 6 Program

- 1) What was your motivation in participating the Kampus Mengajar Batch 6 Program? (Apa motivasi anda mengikuti Kampus Mengajar 6?)
- 2) How was your experience while signing up for Kampus Mengajar Batch 6? (Bagaimana pengalaman anda saat mendaftar Kampus Mengajar 6?)
- 3) How was the interesting parts while pre-assignment (pembekalan)? (Apa bagian menarik saat pembekalan?)
- 4) Did the pre-assignment's materials can be implemented properly during the assignment period (penugasan)? (Apakah materi pembekalan dapat diterapkan dengan baik saat penugasan?)
- 5) How was the condition and quality of teachers there? (Bagaimana kondisi dan kualitas guru di sana?)

C. Activities during teaching English in Kampus Mengajar Batch 6 Program

- 1) What are the difficulties did you face while teaching? (Apa kesulitan yang dihadapi saat mengajar?)
- 2) How did you overcome the difficulties? (Bagaimana Anda menghadapi kesulitan tersebut?)
- 3) What is your valuable and memorable experience while teaching? (Apa pengalaman berharga dan berkesan saat mengajar?)
- 4) What are the problems you face while undergoing the assignment of Kampus Mengajar Batch 6? (either with the school, members of team, campus, as well as the Kampus Mengajar committee) (Apa saja masalah yang terjadi saat Penugasan Kampus Mengajar 6? Baik dengan sekolah, anggota kelompok, kampus, dan Tim Kampus Mengajar 6)
- 5) How often did you teach English in a week? State in numbers (example: 14 lesson hours per week, type 14) (Seberapa sering anda mengajar Bahasa Inggris dalam 1 minggu? Misalnya 14 Jam pelajaran per minggu)
- 6) What are the English materials you have ever taught in the class? (More than 1 materials are expected) (Apa materi Bahasa Inggris yang Anda ajarkan di kelas? Sebutkan minimal 1 materi)
- 7) What is/are the teaching approach(es) did you implement while teaching English? (example: Grammar Translation Method, Direct Method, etc) (Metode apa yang Anda implementasikan saat mengajar Bahasa Inggris?)
- 8) How were the students' English comprehension? (Bagaimana pemahaman murid pada Bahasa Inggris?)

#### D. Self-Reflection

- 1) Describe your teaching skill before the Kampus Mengajar Batch 6 program! (Deskripsikan bagaimana skill mengajar Anda sebelum Kampus Mengajar 6!)
- 2) Describe your teaching skill after the Kampus Mengajar Batch 6 program! (Deskripsikan bagaimana kemampuan mengajar Anda setelah Kampus Mengajar!)
- 3) List the skills you acquired beyond teaching during your participation in the Kampus Mengajar batch 6 program! (Sebutkan kemampuan lain yang Anda dapatkan selama berpartisipasi dalam Kampus Mengajar 6)
- 4) What was the level of collaboration and cooperation like between you and the other members within your team? (Bagaimana kolaborasi dan kooperasi Anda dengan anggota lain dalam kelompok?)
- 5) Describe in more detail the ways in which you have adjusted and integrated yourself into the school environment to effectively acclimate and become part of the community! (Deskripsikan bagaimana Anda menyesuaikan diri kepada lingkungan sekolah!)
- 6) What are the changes happened to yourself from joining the Kampus Mengajar batch 6 program? (Apa perubahan yang terjadi dalam diri Anda sejak mengikuti Kampus Mengajar 6?)
- 7) State valuable experiences outside of teaching and learning activities that you experienced during the 4 months of assignment! (Sebutkan pengalaman berharga di luar kegiatan belajar dan mengajar selama 4 bulan penugasan!)
- 8) What are your plans, vision and mission after joining the 6<sup>th</sup> Kampus Mengajar Program? (whether interested in becoming a professional English teacher or not) (Apa saja rencana, visi, dan misi setelah mengikuti Kampus Mengajar 6? Apakah tertarik untuk menjadi tenaga pengajar Bahasa Inggris atau tidak?)
- 9) How was relationship between you and the other members after the Final Assignment (akhir penugasan)? (Bagaimana hubungan Anda dan anggota lain setelah akhir penugasan?)
- 10) What suggestion would you give to the committee Kampus Mengajar next batch? (Apa saran yang akan Anda berikan kepada Tim Kampus Mengajar angkatan selanjutnya?)
- 11) How did Kampus Mengajar influence you and your career path? (Bagaimana Kampus Mengajar mempengaruhi Anda jalan karir Anda?)
- 12) What suggestion would you give to participants of Kampus Mengajar next batch? (Apa saran Anda untuk peserta Kampus Mengajar selanjutnya?)

### III. RESULT AND DISCUSSION

The finding shows that the twelve participants have similar experiences one to another. From the data analysis, the researcher served seven themes regarding the teaching English experiences in undrgoing the Kampus Mengajar Batch 6 program, namely the motivation in joining the Kampus Mengajar Batch 6 program, experiences while the initial process for Kampus Mengajar Batch 6 program, teaching English during the Kampus Mengajar Batch 6 program, valuable and memorable moments during the Kampus Mengajar Batch 6 program, problems while the assignment of Kampus Mengajar Batch 6 program, skills improvement during the Kampus Mengajar Batch 6 program, and the last adjustment to the school environment.

#### a. The Motivation in Joining the Kampus Mengajar Batch 6 Program



The research finding discovered that there were two reasons to motivate the participants to join the Kampus Mengajar Batch 6 program. The first motivation is to enhance new experience, especially in education. Some of the participants are from the education department, this program can be a good opportunity for them to enhance their experience in teaching and gain their knowledge.

The second motivation that encourages the participants is contribution. The participants stated that their motivation in joining this program was they wanted to contribute to the community and education through the programs created by the government.

#### b. Experiences While the Initial Process for Kampus Mengajar Batch 6 Program

According to Kampus Mengajar pocketbook (2021), there are several activities that will be implemented by the participants in undergoing this program, starting with the initial assignment which students will be provided with briefings and coordination. During the initial process, there is including the registration and selection process, pre-assignment process, and school survey process.

During the registration and selection process, participants stated that they went through hard time while signing up such as completing the file requirement, bad registration MBKM web page, and bad internet connection. The participants also expressed their feelings while waiting for the selection because the selection system was not easily accessible, causing the participants to feel a bit nervous.

The second initial process is Pre-assignment, in which the participants are equipped with materials that are implementable for their on-duty assignment. Most of participants stated that these materials are useful and can be implemented during their assignment, besides one of them disagreed and said that the materials are not really important.

The last initial process is the school survey, where during the survey period, the participants were given the opportunity to visit the school where they had been assigned. In order to identify potential problems or areas for growth, the participants and supervisor visit the school prior to the assignment period to assess the state of the teachers and school. Based on the participants' statements, the school they were placed in is in good condition and has good facilities. On the other hand, schools that were affected by the pandemic Covid-19 still had enough facilities, consequently the facilities are inadequate maintenance and damaged.

Other than school's condition, the participants observed the teacher quality and quantity. This is important for the participants to determine what are they need to help with teaching and learning activities.

Based on the findings, the teachers' qualities are good and experienced in teaching, the problem was the quantity causing the teachers lacking in human resources and some teachers teach more than their ability or works more than their mastering subjects.

#### c. Teaching English During the Kampus Mengajar Batch 6 Program

This third theme is focusing on answering the second research question about the participants' experiences while teaching in undergoing the Kampus Mengajar Batch 6 program. Participants were given the opportunities to be teachers' assistant in teaching English. Based on the research data, some of participants are not from English education department, yet they still took initiative to teach English in order to help the teachers.

According to the participants explanation, they teach English at the school every week, up to twelve hours per week. They conducted English lesson with different topic materials, despite that most of the materials are vocabularies such as alphabet, verbs, and nouns. Moreover, they taught English daily conversation such as greetings, introduction, direct messages, recount text and basic sentences.

Based on the findings, there were participants who already implemented the teaching approaches that suited the student's comprehension. For beginner level, the participants employed fun learning methods with games, songs, and reading along. Besides that, the participants in a higher level implemented the direct method, Grammar Translation Method, and lecturing technique.

Furthermore, according to the data, can be conclude that the students' English comprehension is different one to another based on their mindset or interest in learning English. Students' who thought that English is a hard subject to learn usually had difficulties in nderstanding and receiving the lesson. Besides, the students with interest in learning English can be easily receive and understand the lessons.

Then, based on the research findings, almost all participants' difficulties in teaching English are managing the class and the student's behavior while learning. The students can hardly focus on the lessons, getting noisy, and wandering while learning session at class. Other than that, difficulties in teaching experienced by the participants related to the students' comprehension in English. They were not focusing on the lessons and feeling insecure to pronounce the words. In order to overcome the problems, the participants boost the students' learning interest by motivating and appreciating the student.

#### d. Valuable and Memorable Moments During the Kampus Mengajar Batch 6 Program

This section is aimed to answer the first research question about the participants' experiences while joining the Kampus Mengajar Batch 6 program. There were three sub-themes about the valuable and memorable moments during the Kampus Mengajar program, the first is gaining new relations. Based on the data, two out of twelve participants expressed that they were gaining relationships and friends from different campuses. The second sub-theme is teaching experiences. Almost all of the participants stated that their valuable moments happened while teaching and learning process. They were so motivated to teach the students and felt fascinated when the students understood and were enthusiastic about the lessons they were giving. One participant stated that he was helping a student who was frustrated and hopeless in understanding certain material. The interaction among participants, teachers and students was very good made the participants value the moments.

Then, the last valuable moments are the Festival Literasi dan Numerasi. Where the participants conducted a project aimed to increase the student's comprehension in literacy and numeracy. This project has a special meaning for students and participants because they were united together to conduct some activities during the festival period.

#### e. Problems While the Assignment of Kampus Mengajar Batch 6 Program

The research findings also revealed the problems faced by the participants during the Kampus Mengajar Batch 6 Program. Although five out of twelve participants stated that they did not face any serious problem, the researcher divided the topics into three main parts of the problems that



are most participants mentioned earlier. Namely the school location, bad cooperation, and work programs.

The first common problem faced by the participants is the school location. Whether it is far from their reachable area, or the access to the location. Based on the data, three out of twelve participants experienced this problem. The second problem was bad cooperation among the team members. One of the team members being a burden to the others and caused the coordination of the team is disturbed.

Then the last problem is when conducting the work programs, one of the participants stated that at first their plans for the work programs was compared to the previous batch of Kampus Mengajar at the school. Fortunately, they can prove to the school that their work programs conducted in a better way and qualities for the school. Yet the other participant stated that he could not explore more the situation at the school in determining what work programs will be suited for the school.

Unfortunately, all of the three problems mentioned above are experienced by a participant, where their team was struggling with the distance to reach the school, lacking members, and poor human resources in conducting the work program.

#### f. Skills Improvement During the Kampus Mengajar Batch 6 Program

The next part is skills improvement during the Kampus Mengajar Batch 6 program. The participants explained that they have improved their hard skills and soft skills while undergoing the Kampus Mengajar Batch 6 program. All of the participants agreed that their teaching skills are improved during this program, where before they did not have any experience in teaching had improved. The participants also stated that they were not confident at first, yet after this program is due, they gained confidence and made a progress. Based on the data, the participants also expressed that their teaching skills were really bad and difficult to interact with the students, yet they found strategies to deal with it.

Furthermore, participants who previously did not use the teaching media improved their teaching strategies by making teaching models. Then, the participants stated that they changed their teaching method which previously passive to be more active depends on the students they taught. For example, they raised their voice while teaching male students who usually noisy and loud during classes.

Moreover, the other skills that improved are soft skills, namely their communication and discussion skills, socialization, digitalization, time management, problem solving and analytical thinking. According to the research findings, the participants gained their ability to communicate and discuss. They are able to express their opinions and discuss problems. Yet having a hard time adapting to the new circumstances, they had to socialize with the environment. This skill is important to the participants for good. Fortunately, the participants improved this skill after joining the Kampus Mengajar Batch 6 program.

Furthermore, in this digital era, people, especially teachers are expected to use technology in teaching and learning process. One participant explained that he had improved his skills in content creating during the Kampus Mengajar Batch 6 program, such as Ms. Office, Graphic Design, Video and Photo editing for the teaching media. The participants improved their time management as well, one of the participants expressed that he was increasing this skill during the program.

The last skills that are improved during the Kampus Mengajar Batch 6 program are problem solving and analytical thinking. Every situation has its own problem, and the participants are forced to solve them by analytical thinking. The participants stated that during this program, they had improved these skills while looking for solutions.

#### g. Adjustment to the School Environment

The last theme is aimed at answering how the participants adjust to the school environment. As mentioned in the data findings, the participants faced different experiences in adapting themselves to the new routine and circumstances. The researcher divided the data into four sub-themes, namely by socializing, adapting, accepting, and observing.

The first adjustment by the participants will be socializing. They socialized with the school communities such as the teachers, students, and the other staff or people at school. The participants interact with them in order to be used to the environment and to be accepted as the school's new community. The second adjustment is adapting. The participants explained that they faced a hard time adapting themselves to the new circumstances yet they still holding to face it and finally can be able to unite to the school environment.

Furthermore, the participants also stated that the only way they can adapt to the school environment is by accepting the new circumstances. Yet one of the participants did not have hard time in adjusting himself to the school environment. Then the last is observing, one of the participants stated that he was observing the school routine and tradition in order to determine how to overcome the situation and adjust himself to the school environment.

## IV. 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.

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.

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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