ENGLISH STUDENTS' PERCEPTION OF SELF-DEVELOPMENT THROUGH THE *KAMPUS MENGAJAR* PROGRAM

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Abstract: *This study aims to find out English students' perceptions of self-development on their English teaching skill through Kampus Mengajar program at Universitas Abulyatama. It employed qualitative method with the sample of 7 English Department students who joined Kampus Mengajar program batch 4. Structured interview which consisted of 8 questions were distributed to gather the data and it was analyzed qualitatively using Miles and Huberman Theory framework. The results showed that Kampus Mengajar program provides positive impacts on students' self-development, such as help students to improve classroom management ability, adaptation process, leadership skill and communication skill. It could be concluded that Kampus Mengajar program helps students in improving self-development through teaching and learning process, especially in conducting good literation and numeration ability for pupils. Even though, the students faced obstacles such as difficult to communicate due to pupil's local language, culture and mother tongue, but it they could manage and adapt during this program. These findings suggested that the students enrich knowledge and experience in improving teaching skills.*

Keywords : Self-Development, Perception, Kampus Mengajar Program

Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa bahasa inggris terhadap pengembangan diri pada keterampilan mengajar bahasa inggris mereka melalui program kampus mengajar di Universitas Abulyatama. Metode kualitatif digunakan di dalam penelitian ini. Responden penelitian ini ialah 7 orang mahasiswa yang mengikuti program kampus mengajar angkatan 4 di jurusan Pendidikan Bahasa Inggris, Universitas Abulayatama. Struktur interview yang terdiri atas 8 butir pertanyaan di distribusikan untuk mengumpulkan data. Data dianalisa secara kualitatif menggunakan kerangka teori Miles dan Huberman. Hasil penelitian menunjukkan bahwa program kampus mengajar memberikan dampak positif terhadap pengembangan diri mahasiswa, seperti manajemen kelas, proses adaptasi, kepemimpinan dan meningkatkan kemampuan komunikasi mahasiswa. Dapat disimpulkan bahwa program Kampus Mengajar membantu mahasiswa dalam meningkatkan pengembangan diri melalui proses belajar mengajar, terutama dalam melakukan kemampuan literasi dan numerasi yang baik bagi siswa. Meskipun mahasiswa menghadapi kendala seperti sulit berkomunikasi karena bahasa daerah, budaya dan bahasa ibu siswa, tetapi mereka dapat mengatur dan beradaptasi selama program ini. Temuan ini menunjukkan bahwa mahasiswa dapat memperkaya pengetahuan dan pengalaman dalam meningkatkan keterampilan mengajar.

Kata kunci : Pengembangan Diri, Persepsi, Program Kampus Mengajar.

INTRODUCTION

Education is a human right which is the right of every person. It is also an obligation that must be carried out by every human being in obtaining access to education which must be equitable. In fact, education is an asset that improves the welfare of the whole community (Digdowiseiso, 2020). However, to overcome the educational constraints that occurred, the Minister of Education and Culture issued an education policy as a form of the government's efforts to improve and the quality of education in Indonesia, one of them is *Merdeka Belajar Kampus Merdeka* (MBKM). By implementing this policy, it is hoped that tertiary institutions will be able to improve the competence of their graduates, both soft skills and hard skills. In addition, by participating in this program, all students are expected to be able to develop their capacity building or self-development, such as creativity and other interpersonal skills (Rohmah et al., 2023).

Based on the researcher's experience when undertook *Kampus Mengajar* Program Batch 4 in SMP Negeri 1 Leupung, Aceh Besar, the researcher found and experienced several components of obstacle related to self-development. For example, in teaching process, the researcher still had a lot of difficulty in the process of teaching English accordingly. This was her first experience in adapting directly to students at school, which faced difficulty dealing with students in the classroom. Then, the activities that the researcher did was not only teaching English lesson but also help other teachers when they are not present at school, so the researcher must be able to adapt with other subjects she had to teach, for example civic education, social sciences, computer, etc.

The researcher also had difficulty during standing in front of the class to teach the students such as persistently do eye contact with students. In addition, the researcher did not really understand the character of the students at that school. The school where the researcher assigned is an inland village school. Most of students' characters were tough. They were difficult to be managed especially at her first experience dealing with students. Therefore, because of joining *Kampus Mengajar* Program, the researcher can increase her self-development and able to directly deal with various kinds of students' characters at school in the classroom time by time.

Furthermore, the condition in the most of schools especially the schools which located in rural area indicate the level of students' literacy and numeracy is still less which mostly caused by many factors. According to a study conducted by Manihuruk and Hariyana (2022) through teacher interviews about student's competencies, it proved the number of students participating in literacy and numeracy activities is still low. It is known that students' literacy and numeracy, writing and calculation skills may still be considered insufficient due to lack of study, practice, and lack of parental interest in supporting children's skills. One of the efforts to solve this problem, *Kampus mengajar* program is created as a program focused on increasing literation and numeration in primary education. The program also provides opportunities for students who want to develop their knowledge skills to support those in elementary and secondary schools. Lie et al., (2022) said that in the middle of pandemic, *Kampus Mengajar* program will be focused in improving literacy and numeracy skills in basic education.

Based on some previous studies which investigated the benefit of *Kampus Mengajar* Program such as a research that was conducted by Thanzani (2022 showed that this program increases the competence of the

students (pre-service teacher) both soft and hard skills. This program helped students to improve competence to face the globalization in the future and have good personality in the teaching and learning process. It is not only related to the strategy of learning management, but also communication skill in the learning process. Another research was conducted by Manurung (2022), she found that the program is also strengthening the pre-service teachers' character and creating them to be more independent and ready to be a good teacher. This program successfully helped student to develop their potential according to their passion and talents flexibly supported by experiential learning.

This program is also expected to help college students develop or practice leadership and character, as well as gain teaching experience by collaborating with elementary and junior high school teachers to organize distance learning. Through this program, it is hoped to improve the efficiency of the learning process in primary and junior high schools amid the Covid-19 pandemic (Rezania and Rohmah, 2021).

In order to improve the standards of education, academic self-development could be stated as a concentration toward enhancing the competency of students in working or offering the variation of educational programs. Based on Andreev (2022), and Nuangchalerm (2020) as cited in Polyiem and Nuangchalerm (2022), self-development in academic focused on educational management to raise educational standards to par with other higher education institutions that offer educational programs and produce teachers. This was done by increasing student competence in a variety of areas, including knowledge and virtue, intellectual abilities, teamwork skills, communicative and technological skills through lifelong learning.

Self-development in teaching skills is divided or classified into two abilities, namely classroom management and communication skill. Shakila (2009) explored parts of classroom management which were always related to motivation (giving feedback), controlling students, seating arrangements, and interactions or communication between teachers and students. Classroom management is a set of skills that teachers should master in order to maintain a very positive and disciplined atmosphere in the classroom, which ultimately leads to students' success in the teaching and learning process (Diniatulhaq et al., 2020). The effective classroom management could be achieved by fostering student involvement and cooperation in the learning atmosphere.

Furthermore, according to Makiyah et al., (2021) communication skills are very important for teachers and teacher candidates to convey information, ideas, and opinions related to the topics being taught to students. In teaching and learning process, teachers must be able to communicate with students. This creates a lively atmosphere in the classroom, encouraging students to ask questions of the teacher, and vice versa. To achieve the goals in the teaching and learning process, not only a few students need to be active, but all students need to actively participate in the continuous learning process. Teacher communication in face-to-face instruction can occur individually or in groups, in verbal and nonverbal forms, and can be supported by media and learning resources. Teachers provide information, messages, and ideas to students with the aim of helping them achieve learning goals and actively participating in their learning. A teacher's communication skills are very important. This is because through teacher communication, the message is successfully conveyed to students (Syukran, 2017).

From these explanations, it can be concluded that a teacher or future teacher needs not only a wide range of knowledge but also good communication skills to facilitate teachers in conveying subject-related information and improve the quality of students' learning result (Amalia et al., 2023). Nevertheless, it may be inferred opinions or point of views, both positive and negative, it will always influence one's actions. The way the person explains all their knowledge about the viewed thing also determines whether the perception comes out as positive or negative. One person's perception or group may differ significantly from another. Individual differences, personality differences, attitudes differences, and motivational differences can all be attributed to differences in perception. This perception is formed not only within an individual, but it is also influenced by experience, the learning process, and knowledge.

Therefore, perception must be studied because it is closely related to perceiving something through the senses, such as the ability to see, hear, understand, or perceive something. It is helpful to understand other people's perspective on things around us. It can also be how we judge or evaluate others and what has made people aware of what determines an individual's attitudes and personality (Allport, 1996 as cited in Resmini, 2019). Thus, in this study, the researcher interested in conducting research to explore English students' perceptions toward self-development through *Kampus Mengajar* Program.

RESEARCH METHODS

This qualitative study employed descriptive analysis. Sugiyono (2013) noted that descriptive study is the research which describe phenomenon, events either using quantitative and qualitative data. This study tried to portray students' point of view on their self-development through *Kampus Mengajar* Program. The population was all English education students at Abulyatama University who joined *Kampus Mengajar* program from Batch 1 to Batch 4. The total population was sixteen former Kampus Mengajar participants. The technique that applied for taking the sample in this research was purposive sampling. According to Arikunto (2014), purposive sampling is the process of selecting sample by taking the subject that is not based on the level or area, but it is taken based on specific purposes. The sample was the students who passed the program in batch 4, with the total of nine students. But for the importance of this study, only seven English students took as the sample which consisted of six students of class 2019 and one students of class 2020. The sample was given the initial as "A, B, C, D, E, F, and G" to replace their names.

The instrument used in this study was structured interview. Structured interview is controlled by the interviewer and therefore the interviewee is given less time to be flexible and comfortable (Stuckey, 2013). The interviewer asked questions prepared in advance and the participants were expected to give short and understandable answers (Stuckey, 2013 as cited in Dursun, 2023). The question items of interview is adapted from Salsabila (2022), there are fifteen questions originally, but for the important of this study only eight questions were taken. It is because the consideration and relation toward the requirement of this research. To ease the participants in answering the questions and to get deeper answer, the interview was conducted in Bahasa Indonesia. The researcher recorded what the participants said during the process of the interview. It was done in

twenty minutes for each participant. The data in audio-recorded was transcribed and translated into a written form for the analysis. The interview question items can be seen as follows:

Table 1 . Interview Question Items

No	Questions
1.	What is your motivation for joining the Kampus Mengajar program?
2.	What are your goals and reasons for joining Kampus Mengajar program?
3.	Besides your English teaching skills, are there any specific skills that you have improved during joining Kampus Mengajar program?
4.	Were there any changes in your teaching and classroom management after participating in the Kampus Mengajar program?
5.	Do you think the Kampus Mengajar program had any impact on your self-development? (communication and discussion skills)
6.	How was your experience during teaching English to students?
7.	Did you encounter any problems while participating in the Kampus Mengajar program?
8.	In your opinion, what are the advantages and disadvantages of Kampus Mengajar program?

Source : Salsabila (2022)

Furthermore, the data was analyzed in the form of descriptive analysis. It was analyzed using technique of Miles and Huberman Theory (1984). It involved three steps, namely; (1) Data Reduction, (2) Data Display, and (3) Conclusion Drawing/Verification. Data reduction was done by making data selection of audio-recorded data. The audio was heard for 2-3 times in order to make sure all data can be absorbed. Then, selected or sorted the relevant data which related and provided answers to the research questions. The researcher transcribed the data which means transformed the recording data from audiotape to the written form. All irrelevant information was discharged while the relevant information was coded or categorized. The second major flow of analysis activity is data display. In this study, the researcher displayed the reduce data in the form of description. The third stream of analysis activity is conclusion drawing and verification. It was drawn on the basis of what was found during the data collection and analysis process. The conclusion was verified according to the research questions. The final step is rechecking the data to avoid possible mistakes. This final step was done to make sure all required data was match, suitable and appropriate. It is also to ensure all data relevant and alignment to the research question.

RESULT

The result of Interview

Based on the interview results, the findings are arranged according to the question number. In this section, the researcher displayed the data in the form of description. Based on the interview data analysis, the researcher found some points as follow:

Student's motivation for joining *Kampus Mengajar* Program.

In the first question, the students gave different opinions which expressed various motivation in joining Kampus Mengajar program. Student B stated, "My motivation was to help and support the literacy and numeracy

of students in the school, especially elementary and junior high school students because Indonesia is one of the countries with low levels of literacy". Student E expressed "My motivation to join Kampus Mengajar because this program was in line with the major I took in the campus, namely education. This program also teaches literacy and numeracy for students".

It could be concluded that student B and student E revealed their motivations were to help the improvement of literation and numeration of primary and secondary students. Then, student C said, "The motivation for joining a Kampus Mengajar was to improve my value to be better than before by doing things that I have never done before such as joining this program". It can be seen that the motivation of student C was to improve self-worth by doing thing which never done before.

Student A said "By joining this program, I want to apply and implement what I have learned in the college". And student G said that "I am motivated to join the Kampus Mengajar because I want to gain the experience outside of campus". It can be said that student A and student G expressed similar perspectives which explain their motivation for joining Kampus Mengajar program was to implement the things already learned in college and directly get experience outside the campus.

Student D expressed "The motivation to join Kampus Mengajar was to gain knowledge, new experiences, and new friends. This program was very helpful to gain those things". And student F expressed "I want to broad my experience and insight in teaching such as teach children who have limited facilities and infrastructure so I could share some of the knowledge or things that I know there". Based on those statements, student D and student F also had similar answer, which was to get knowledge, experience, and new friends. They also want to teach pupils who have limited of facilities and infrastructure.

Goals and reasons for student in joining *Kampus Mengajar* Program.

For the second question, they explained various conclusions regarding their objectives and reason in joining this program. Student A stated that "My goal to attend this program was certainly to teach and to develop my potentials". Student A said that to create and get opportunities. Student B said that "The aim and reason for joining this program was to improve children's literacy and numeracy, help teachers in teaching, provide a new atmosphere for children in terms of learning such as create the learning process outside the classroom".

While student B said to explore and utilize unused environment or school yard by frequently offering pupils to learn outside their classroom. Students D expressed "The aim of join Kampus Mengajar was to gain social knowledge where I would adapt to students and also to teachers which I never experienced it before". Student D said that to gather social information or interaction directly to communicate and adapt with the teachers and pupils in the school.

Moreover, student C said that "The purpose of attending this program was to broaden knowledges, gain many experiences in the field of education, participate in develop generations through education and of course to improve my public speaking skills". And student E told "My goal in joining this program was to increase my skill in education, gain experience in teaching, observe a teacher during teaching in the classroom, what materials

I will teach in class, how to deal with students who don't want to learn, help teachers in school in terms of technology. So, my role as a student is to lighten the tasks at school, help the teachers so that the learning and teaching process runs very well". Student F and G told "I want to feel the experience to be directly involved in teaching, to improve our teaching skills, by being directly involved in Kampus Mengajar program from the theories that we have learned in campus".

In conclusion, students C and E expressed their goal and reason why they interested in joining *Kampus Mengajar* program such as to extend their talents and skills in teaching, learn imaginative teaching experiences, and assist or give help for the teachers in the school in term of innovation study. Meanwhile, student F and G said that they wanted to enhance their teaching skills by getting experience in real classroom settings. It could be done by directly visiting the school in order to build collaboration through *Kampus Mengajar* program.

Student's perspective regarding the importance in improving other abilities or skill, except teaching English.

For the third question, Students B expressed their opinion by saying "Another skills improved were public speaking skills, classroom management skills, problem-finding and problem-solving skills". Student C said that "The skills that I gained was I learned how to dive directly into the field of education, interact directly with the young generations, and it also helped me to train my brain to find solutions of the problems that arise spontaneously, because in an emergency situation an educator must be able to think solutions for all the problems that occur immediately".

Student D said, "I got new skills there, such as teaching Paskibraka, mathematics and also religious lessons". And student F "My team and I often create programs themed on reading, writing and arithmetic, such as teaching mathematics and sports program. I look for ways to find the ways of learning models that students prefer, such as making puzzles or illustrations which students like". It could be concluded that, their opinion in improving other skills besides teaching English namely public speaking skills, classroom management skills, problem solving skills, teaching Drill Commands and sports, teaching mathematics and religion.

Meanwhile, other capabilities except teaching English also improved based on different opinions. Student A said, "Besides teaching, the skill improvement was self-confidence in controlling my emotions because when teaching I have to deal with various types of student behaviors". It can be seen that the improvement of self-confidence and emotional control in facing various pupils' behavior.

Whereas student E said that "I got such a benefit due to being trusted as an administrator who helps in operating technology or school computer, such as creating data, imputing data, operating Microsoft word and Excel, as well as other things related to the schools' technology". In conclusion, the enhancement of working innovation such as making information, contributing information, working with Microsoft Word and Excel and things related to technology.

Student G expressed "The first ability improvement was our teaching skills. Second, we can handle the class and how to attract children's attention so that they want to learn and follow the lesson without feeling bored. Third, we could become a leader in Kampus Mengajar team". Student G experienced a change in how to ended

up a leader within Kampus Mengajar team.

There are changes in teaching and classroom management.

For the fourth question, there were four sample has different perspective. While the other three sample has almost the same point of view. Student A expressed "*The changes and class management were just our attitude towards students because there are some classes where we may have to be stricter* and there are some classes where we can be more relaxed". Student A said that the changes that happened were changes in states of mind towards pupils. A few classes had to be more emphatic, and a few classes may be relaxed.

Student B told "I feel the changes in terms of my teaching and class management. Previously I was not good enough in teaching skill, but now I can teach a little bit more and manage my time while teaching in the classroom". Student B said that the changes after taking part in Kampus Mengajar program was create a better time management in teaching process.

Student C said "There were not too many changes in teaching because I was placed in a school that is still very conservative so it was difficult for us to make or change something". Student C expressed that there were no any significant changes in teaching skill. According to Student C, the teachers there assumed that the school had sufficient strategy in teaching, and they still had perspective that this school was still conservative and difficult to create new changes. Student F expressed "*In thr classroom management, I found some changes such as before begin teaching I often apply the ice breaking method to students, this aimed to make students be more focused during the learning*". And Student F connected the teaching process with ice breaking strategy. It aimed to make pupils focus on the teaching process.

In contrast, Students D stated that "My changes there I was more active and also have to find more ways to make students enjoy the learning process". Student E said that "We must know how to teach in class so that they feel enjoy in the classroom and must do many creative thigs according to their ages". In addition, student G expressed that "The classroom management after teaching, we will know what is lacking and what we should add to attract students be comfortable learning, making the classroom atmosphere interesting". In conclusion, they revealed that there were changes in finding ways to create pupils feel easy on comfortable to memorize the lesson, create the classroom conditions interested for pupils and doing many creative ways of learning based on pupils' age.

The influence of *Kampus Mengajar* on self-development.

All students expressed the same opinion. Student A said, "The development of myself was on how to communicate with the teachers as well, students, teammates and how we can protect each other's feelings because we are dealing with new people, new environments and participating in activities without any dispute". In addition, student B said that "The biggest influence was my public speaking, which previously not really fluent, and now become more fluent as well, I am be more confident especially in negotiating, problem-solving and be more creative in finding any solutions".

Different from the previous question, in the fifth question showed that all sample agreed on one thing. There

was an impact of Kampus Mengajar on self-development specifically how to communicate well and how to adjust an unused environment. Public speaking, self-confidence, problem-solving transaction, interaction aptitudes and great instructing abilities. In addition, it increased communication and self-development regarding the ways or responds to act in each circumstance, administration abilities and how to handle any issues.

Experience in teaching English.

For the question of students' experience in teaching English, the sample stated positive responses. Student A expressed "My experience while teaching was quite interesting because I got a positive response from them". Student C said, "We made the English subject as a new program that we taught in the school, such as teaching the alphabet and collecting vocabulary, which was still as a basic learning of English. It is because in this school they were not learn English subject before". Then, student D said "My experience was quite enjoyable because they were did not implement Kurikulum Merdeka yet, also the students had never studied English at all. When studying they were happy and also active in learning new things".

In addition, student E expressed "My experience teaching English is very good because I was well received by the students and for them this was a new lesson that has never had English lessons before. The students feel enthusiastic and excited in learning English even though it is only basic or basic vocabulary. I usually teach singing English songs such as part of body song and others". In conclusion, students A, C, D, E and G expressed various experience in teaching English. Most of students experienced positive responses in teaching English. Some of the students taught English as a modern program which had never been taught previously in the school. It happened because the schools are located in such the rural area. Most of pupils were happy, active, enthusiastic, and excited in learning English. In addition, the classroom atmosphere was fun in singing English songs, such as part of body song, etc.

Student B told "My experience in teaching English to students during participating in Kampus Mengajar program, they are quite smart, most of them are enthusiastic in learning English even though there was no English lesson in elementary school before. They also study by themselves at home, and we add the time for English lessons after school hours". It can be seen that, student B passed the experience during teaching English, the pupils were very smart, most of them were excited in learning English and made English lessons outside of school hours.

Whereas student F expressed "I felt a new and enjoyable experience because some students seemed enthusiastic when I gave them new things. Some of them are still lacking in English so I tried to find a new way, from that way I got a motivating experience in giving new knowledge to students, they can also hone their memory skills in remembering some English vocabulary". In conclusion, student F said a modern and charming encounter. A few pupils looked such excited and a few of them were still missing in English so that the students attempted to discover better approaches. In addition, getting a reasonably persuading encounter, giving unused information, and sharpening memory aptitudes in recollecting vocabulary.

The problem faced during the *Kampus Mengajar* program.

All respondents gave different opinions which expressed various problem faced during Kampus Mengajar

program. Student A stated, "I did not encounter any big obstacles or problems, only minor problems such as lack of communication that could hinder the activity". Student A said that as it was minor issue was confronted such as the need for communication among the team in planning and running the programs. So, it can cause some activities or agendas hampered. But at the end, it can be solved and overcame by improving the communication pattern among the team, so it was not a big problem.

Student B said that "The problem that I got from this program was the incompatibility or differences of opinion between Kampus Mengajar team and the teachers at school". Student B expressed that there was an error or distinction of supposition between the team of Kampus Mengajar and the instructors at the school. Then, student C said "It is a bit difficult to communicate even with the teachers because the local language or mother tongue was still very strong, and the problem such a moral behavior of students was such a very unpredicted". Student C experienced that she was difficult to communicate with the pupils because she did not understand the language and to halt pupils' misbehavior.

Student D told "The problem was that the school lacks of teachers who understand students of Kampus Mengajar means, so they think we are as PPL (Pre-service teacher) who only replace class hours. In fact, the students of Kampus Mengajar should be carrying out literacy, numeracy and also administration". Student D said that there was a need of teachers' understanding about differences of Kampus Mengajar students and PPL (Pre-service teacher) candidates.

Student E expressed "There were no any big problems, it's just the technology was very limited access. Teachers still have difficulty in accessing or operating computer, so I must help teachers and administrations in inputting school data". Student E said that on the issue confronted was that the innovation was exceptionally constrained, and instructors still had trouble in getting or working with the innovation.

Then, student F gave opinion by saying "The problem with Kampus Mengajar program is that some students still lack interest in reading and arithmetic, so some students are still lack of ability even though they are already in the sixth grade of elementary school". Student F expressed that a few pupils still lack interest in reading and arithmetic, so they were still low in these skills. Student G stated, "So far, I did not seem many problems when I take part in Kampus Mengajar program, the conditions were safe while I was participating at the school". In conclusion, student G said that overall, there was no any significant problems during Kampus Mengajar program, the conditions were safe in joining and running the duty at the school.

Students' perception regarding the advantages and disadvantages of *Kampus Mengajar* program.

Students have distinctive assumptions about the advantages and disadvantages of Kampus Mengajar program. Student A said that "The advantage of Kampus Mengajar is that students could increase their potential, develop themselves in socialization, communication, time management, emotional management and others". Student A experienced the advantages from Kampus Mengajar program are improve potentials, self-

development in socialization, communication, and time management.

While that the disadvantages students A expressed that "The disadvantage of Kampus Mengajar was the students do not get enough materials from the college which may hinder them in completing their assignments because the materials obtained were lack or not complete enough if it is asked to friends who do not join Kampus Mengajar program". It could be seen that student A do not get enough and sufficient learning material from university because they were practice in the field or school directly and did not join another class in university.

Student B expressed advantages and disadvantages by saying "The advantage of this program was that all costs are funded by the government such as transportation funds and some of pocket money. One of the weaknesses when I joined this program was that my team lacked of members, unlike teams in the other schools, my team only consisted of three people so it was difficult for us to create programs that required many people". Different from student A, student B said the advantages are that all costs are supported by the government such as transportation reserves and students' stash cash. The disadvantage during this program is difficult to make programs that require many people due to limited member.

Then, student C expressed "The advantage was that it increased much knowledge as a student in the future who might enter the education field. The disadvantage was this program was still lack of socialization which not very widespread at that time. There were many of the schools committee did not know yet what Kampus Mengajar is, they considered us as PPL (Pre-service teacher) who had to go into the classroom to replace teachers, and they did not know what the duties of Kampus Mengajar student were like". Student C said the advantage of this program was it can increase knowledge and the disadvantage is the socialization of Kampus Mengajar did not reach the schools in remote areas.

In addition, student D told "The advantage is that I was able to provide new things for students and new ideas to make students interested in learning. The disadvantage is the approach with teachers because of the limited understanding between teachers and students of Kampus Mengajar". Student D said the advantages are able to supply modern things for students and modern thoughts to create students curious about learning. Disadvantage of Kampus Mengajar according to her, teachers have constrained understanding between teachers and students of the Kampus Mengajar.

Student E "The advantages were the way we teach in the classroom, we run directly to the field, how to deal with students and how to communicate with teachers". Student F said, "I feel Kampus Mengajar brought many advantages, such as getting new friends, new teaching experiences, teaching techniques, learning methods and skills in interacting". And student G gave similar responses which expressed "The advantages of joining this program were I gain teaching experience, improve my communication skills, add skills how to handle children while teaching, improve student literacy and numeracy. The disadvantage was this program did not explain clearly to the target school, so when we arrived at the school, the teachers still did not understand what Kampus Mengajar is, how the system works, and how it is implemented. The campus or institution that holds this program should confirm or explain the system clearly not only to students but also to the school target".

Based on students' responds, it could be concluded that their opinion towards the advantages of *Kampus*

English Students' Perception of Self-Development....
(Jannah, Dauyah, Meutia, & Kamaruddin, 2026)

Mengajar program. It helped them change their mind set and adapt quickly to the new environment, how to teach in the classroom, and how to communicate with teachers as well. In addition, they get new friends, good skills in interaction and communication, and know how to support literacy and numeracy. Meanwhile, based on their opinions, one of disadvantage from this program is lack of socialization toward the target school in the remote area.

DISCUSSION

This study aims to know English student's perceptions in joining *Kampus Mengajar* program and their self-development during English teaching process. In this section, the researcher discussed the answer to the research question which is what are the English students' perceptions toward self-development on their English teaching skill through *Kampus Mengajar* program? Generally, the students indicated that they greater improvement toward self-development such as classroom management and communication skill through *Kampus Mengajar* program. It could be seen from structured interview responses of students which highly showed enthusiasm and participated in telling their experiences during *Kampus Mengajar* program. From the data analysis, the researcher provided five themes regarding the English Education program students' perception on self-development during *Kampus Mengajar* program. There was self-development improvement during *Kampus Mengajar* program such as motivation, communication, adaptation and leadership. In addition, there was also improvement on teaching skills such as classroom management.

The finding of this study revealed that before joining the *Kampus Mengajar* program, there were several motivations that made them interested in joining this program. The first motivation was contribution. Participants said that one of their reasons for joining the *Kampus Mengajar* program was as students they want to contribute to programs created by the government. Another motivation was participants wanted to get and obtain new experiences. Almost every participant said that before they joined the *Kampus Mengajar* program, they had no teaching experiences during college study. Thus, the existence of the *Kampus Mengajar* program is a golden opportunity to get and obtain new experiences, especially teaching experience. The next motivation was the participants wanted to share knowledge that has been learned for students at elementary school and secondary school, for example help the improvement of literation and numeration in rural schools. The last motivation is they wanted to help the improvement or the quality of learning in the school which located in remote area, which is schools that still need assistance in various aspects including the quality of learning. Participants considered that the schools where they teach were not only lack in the quality of learning, but also lack of media, and even the teaching methods of teachers themselves. The lack of quality learning in schools was become one of their motivations to help or improve the quality of learning in schools with new innovations both in the use of technology or various new teaching methods. It seems compatible with the previous studies that investigated by Manihuruk and Hariyana (2022) which indicated that *Kampus Memgajar* program looks forward to the emergence of learning innovations created by teachers with the help of English students to keep up with the rapid developments in technology and adapt to pandemic conditions.

In addition, the findings also indicated that students' opinion toward *Kampus Mengajar* program could improve their communication, such as public speaking skill, problem-solving transaction, interaction aptitudes and great instructing abilities. It increased communication and self-development regarding to act in each circumstance, specifically how to build communication as well. It was in line with Makiyah et al (2021) research result which proved that communication skills are very important for teachers and pre-service teacher to convey information, ideas, and opinions related to the topics being taught to students. Furthermore, the ability of students to manage the classroom also improved. During teaching pupils, they also become aware of the character of each pupil and how to respond pupils through teaching methods they used. Thus, it makes the students know how to convey material to pupils and how to organize the class so that the classroom atmosphere was not boring, and pupils even more interested in learning English.

Among the seven students in this study, most of them felt that their soft skills much improved, such as the ability to communicate, discuss, and socialize. It was in line with the research that was conducted by Diniatulhaq et al (2020), it revealed that teachers should master classroom management, communication and discussion or negotiation in order to maintain a very positive and disciplined atmosphere in the classroom.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on previous result, the conclusion that can be drawn in this study was that *Kampus Mengajar* program bring many positive impacts toward students' self-development. For instance, it could improve students' communication, such as public speaking skill, problem-solving transaction, interaction aptitudes and great instructing abilities. In addition, it could increase students' skills in adaptation process to socialize in the school environment. They need to adapt with the respond of pupils and the teachers or staff in the school. On the other hand, the students also faced some obstacles during joining Kampus Mengajar program. For example, the students need to properly adapt with pupils' local languages or mother tongue and culture. They should be accustomed to interacting properly with the teachers and students in the target schools.

The result of this study had important pedagogical implication for teaching, especially classroom management. There was improvement on good teaching skill where the students acknowledge previously inadequate to teach English in the classroom, then able to teach as well after joining *Kampus Mengajar* program. Nevertheless, students faced several obstacles during this program, such as difficult to communicate with pupils and even with the teachers and society because they have its own culture and still use local language or mother tongue was still very strong. This condition frequently happened due to the area or location of the school target were classified as remote area.

Suggestions

At the end of the research, there are some suggestions that the researcher could propose after doing the research as follow:

1. Based on the obstacle faced by students, there were complained regarding lack of socialization or limited

access of information about *Kampus Mengajar* program. So, the teacher assume that *Kampus Mengajar* participants as pre-service teacher. Therefore, it is suggested that *Kampus Mengajar* program should be able to provide more information or follow up the school target overall regarding this program.

2. This research could be a reference for further researchers who want to conduct the similar issue as in this research. Further researches with the similar topic need to be conducted with a large number of participants and via offline would made it safer to make generalizations and might change the result of the current research.

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