


The Experiences of English Department Students during the Kampus Mengajar Program at Elementary School: Phenomenology Approach

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ARTICLE INFO	ABSTRACT
<p>Received: 26 February 2025</p> <p>Revised: 13 March 2025</p> <p>Accepted: 29 March 2025</p> <p>Keywords: kampus mengajar, phenomenology approach, experiences</p>	<p>The purpose of this research is to find out the experiences of English Department Students in Jambi University while participating in the Kampus Mengajar Program at the Elementary School in Jambi Province. This research employed a qualitative method with a phenomenology approach that consists of 7 participants of English Department students who are willing to participate in this research. The main source of data was an in-depth interview and documentation that provided information or evidence related to the research. The data were analyzed by using thematic analysis developed by Braun and Clarke (2006). This research also used two theories that is The Adult Learner Theory and The Experiential Learning Theory. The findings showed several themes from the interview. They were the motivation to join the Kampus Mengajar Program, the initial process of joining the Kampus Mengajar program, the obstacles faced during the Kampus Mengajar program, the valuable experiences during the Kampus Mengajar program, the skills that improved during the Kampus Mengajar program, and the experiences when teaching English.</p> <p>How to Cite: Yanto, Al Arif, T. Z. Z., & Salsabila, S. M. (2025). The Experiences of English Department Students during the Kampus Mengajar Program at Elementary School: Phenomenology Approach. <i>Indonesian Language Education and Applied Linguistics Reviews</i>, 1(1), 31-46.</p>

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1. INTRODUCTION

Education is an important part of human life. With a good education, it will certainly foster the next generation of intellectuals in their fields. Education is a right and an obligation that must be carried out by every human being, which in obtaining access to education must be equitable. Therefore, the implementation of education must always develop in accordance with the times because education is a provision that must be owned by every human being in living an increasingly advanced and developing life.

The world of education in Indonesia still has several obstacles related to the quality of education, including the limited access to education, the unequal number of teachers, and the quality of the teachers themselves are considered to be insufficient (Sjahrifa, 2018). Currently, there are still many schools in remote areas that lack teachers to teach. Indonesia has so many areas where teachers are not enough available. Teachers are not equally distributed to all parts of Indonesia. Many schools in urban areas have more teachers than they need, while lots of schools in remote areas have very few teachers (Surya, 2012).

To overcome the obstacles in education that exist in Indonesia today, the Minister of Education and Culture, Nadiem Makarim or commonly known as 'Mas Menteri', has issued

education policies in Indonesia, one of them is Merdeka Belajar – Kampus Merdeka (MBKM). Based on the Merdeka Belajar Guidebook, MBKM is one of the Ministry of Education and Culture's programs that gives students the right to study for three semesters outside of their study program. With this policy, it is hoped that universities will be able to improve the competence of their graduate students, both soft skills and hard skills so that they are in line with the needs of the times which are so rapidly experiencing social, cultural, world of work, and technological advances (Setiawan, 2021).

The existence of the Covid-19 pandemic made the implementation programs of the Kampus Merdeka that had been planned had to undergo adjustments. Even so, several Kampus Merdeka programs are still being implemented, one of them is the Kampus Mengajar program (Campus Teaching program). The Campus Teaching program is part of Kampus Merdeka's policy has officially issued for the Batch I on February 9, 2021. This program will be attended by as many as 15,000 university students throughout Indonesia to teach elementary school students in their respective areas (Aditya, 2021). The Kampus Mengajar program aims to provide solutions for elementary schools affected by the pandemic by empowering university students who live around the school area to assist teachers and school principals in implementing learning activities amid the Covid-19 pandemic. The benefits of this program are to provide study guides for elementary students (Rosita & Damayanti, 2021). Therefore, with the presence of university students at school, it is hoped that it can help learning outside the classroom that is simple and up-to-date. In addition, by joining this program, students are expected to be able to develop creativity, leadership, and other interpersonal skills.

Based on what the researcher described above and also this program was only implemented in early 2021, it is still a little empirical research has been undertaken to see the experiences of English department students in joining the Kampus Mengajar program. Therefore, the researcher is interested in finding out the experience of English Department students who take part in the Kampus Mengajar program and the experience of English Department students when teaching English during the Kampus Mengajar program at elementary school in Jambi province.

2. LITERATURE REVIEW

Merdeka Belajar – Kampus Merdeka (MBKM)

Merdeka Belajar – Kampus Merdeka (MBKM) policy is one of the programs issued by the Minister of Education and Culture, Nadiem Anwar Makarim. There are four main things in the MBKM policy, namely: Opening of new study programs, Higher education accreditation system, Legal Entity State Universities (Perguruan Tinggi Negeri Badan Hukum/PTNBH) and the right to study three semesters outside the study program. The learning process in the Kampus Merdeka is one of the most essential manifestations of student-centered learning. Learning in the Kampus Merdeka policy provides students with challenges and opportunities to develop innovation, creativity, and independence in seeking and finding knowledge through real experience and field dynamics (Dirjen Dikti, 2020).

Kampus Mengajar (Campus Teaching)

Kampus Mengajar is a part of the Merdeka Belajar-Kampus Merdeka (MBKM) program organized by the Ministry of Education and Culture. According to the main pocket book of the Kampus Mengajar (2021), Kampus Mengajar is part of the Kampus Merdeka program which involves students on every university from various educational backgrounds to assist the teaching and learning process in schools, especially at the elementary level and provide opportunities for students to learn and develop themselves through activities outside of class lectures.

This program is intended for students above semester 5 and is open to all study programs, both educational study programs and general study programs. In addition, in the Kampus Mengajar program batch 1 students will be given an incentive of IDR 700,000 per month and for batch 2 students will be given an incentive of IDR 1,200,000. Furthermore, student tuition fees will be borne by the Education Fund Management Institution (Lembaga Pengelolaan Dana Pendidikan/LPDP) of IDR 2,400,000 for one semester. After registering, students will be re-

selected and students who have passed the selection will attend a one-week briefing. After getting the debriefing, students will go directly to the field to carry out learning and teaching activities (Kabarkampus, 2021).

The Experiential Learning Theory

Experiential Learning Theory (ELT) developed by David A. Kolb, which emphasizes that experience plays an important role in the learning process. According to Kolb (2015) defines that "learning is the process whereby knowledge is created through the transformation of experience." Experiential learning focuses on the learning process for each individual. Experiential learning is not just listening, but rather simulating real life situations. It means that the learning process used the experience as a medium of learning so that learning is not only material sourced from books or teachers, but also from student experience. In Experiential learning involves the body, thoughts, feelings, and action. Therefore, it is a complete personal learning experience (Kolb, 2015). There are five characteristics of experiential learning, namely; 1) Learning is best conceived as a process, not in terms of outcomes 2) Learning is a continuous process grounded in experience 3) Learning is a holistic process of adaptation to the world 4) Learning involves transaction the person and the environment 5) Learning is the process of creating knowledge.

The Adult Learning Theory (Andragogy)

Psychologically, someone become adults when they arrive at a self-concept of being responsible for their own lives of being self-directing (Knowles et al, 2005). According to Knowles et al. (2005), adult learning (andragogy) is different from children learning (pedagogy). Pedagogy takes place in the form of identification and imitation, while andragogy takes place in the form of self-development to solve problems. Knowles et al. (2005) identified six assumptions on adult learners, such as: 1) The need to know, 2) The learners' self-concept, 3) The role of the learners' experiences, 4) Readiness to learn, 5) Orientation to learning, 5) Motivation.

3. METHODS

Design of the Study

This research employed a qualitative method with a phenomenology approach. According to Cresswell (2013) phenomenological study as the common meaning for several individuals of their lived experiences of a concept or a phenomenon. Cresswell (2009) stated that in phenomenological research the researcher identifies the essence of human experiences about a phenomenon as described by participants. Thus, the study with a phenomenological approach attempts to explain the meaning of several people's life experiences about a concept or phenomenon, including their own self-concept or view of life (Kuswarno, 2007). Based on the explanation above, this type of approach is very suitable to explore the English Department students' experiences during joining the Kampus Mengajar program at the elementary school in Jambi province.

Research site and participants

The site of this research was at one of the public universities in Jambi province, namely Jambi University. It is located in Jalan Raya Jambi – KM.15 Mendalo Indah, Muaro Jambi, Jambi, Indonesia. The participants of this research are the seven of English Department students in the Jambi University who take part in the Kampus Mengajar program in batch 1 and batch 2 and also teaching English in this program. The researcher contact participants personally for participating in this research and asked for their agreement. In this research all the participants' name will be hidden and replaced by a pseudonym in purpose to keep their personal information and security as participants.

Techniques and Instrument of Data Collection

The data collected will be in form qualitative with phenomenology approach. Cresswell (2013) stated that phenomenology research focuses on describing what all participants have in common when they experience a phenomenon. In this study, the researcher will collect the data individually and directly through interviews. In the interview there will be a question and answer section. In this research, interviews will be conducted to obtain information in the form of knowledge about English Department students' opinions, experiences, and personal ideas related to this research. The interview is expectedly will be done via online. The researcher will contact participants directly by calling or using voice note via WhatsApp. The length of each interview is around fortyfive minutes for each interview. The type of this interview is semi-structured interviews. Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover (Fox et al, 1998). In a semi-structured interviews provide opportunities for both researcher and participants to discuss some topics in more detail. In addition, the researcher can use cues or prompts to encourage the participants to consider further questions.

Trustworthiness

According to Lincoln and Guba (1985) stated that trustworthiness criteria as a means to evaluate qualitative research and to support the argument that the research findings are "worth paying attention to". Lincoln and Guba (1985) divided four strategies to establish trustworthiness include credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). To ensure the quality of this research, the researcher established credibility to gain trustworthiness of the data. In achieving credibility, the researcher will use member checking. Member checking is one of a technique for exploring the credibility of results. It also known as participant or respondent validation. Member checking is used to validate, verify, or assess the trustworthiness of qualitative research results (Doyle, 2007).

In conducting the member checking, the researcher will record the interview to collect the data and transcribe it. Then, the researcher will contact the participants again and given back the results of the transcription of the interviews to the participants, the researcher will provide the opportunity for the participants to give feedback about the data where there may be data added, or reduced. After the data is revised based on the feedbacks, the researcher's paper will be given to the supervisor in order to get some evaluation so that the data is more authentic and proves.

Data Analysis

The researchers analyze the data using thematic analysis method. According to Braun and Clarke (2006) stated that "thematic analysis is a method for identifying, analyzing, and reporting patterns of meaning or themes within data." Thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences (Braun & Clarke, 2012). According to Braun and Clarke (2006) there are six phases in analyzing the data. The first phase is familiarizing the data. In this phase, the researcher needs to understand and integrate with the data obtained. The researcher will read and re-read interview transcript and even re-listen to interview recordings. The second phase is coding. In this phase, the researcher will do the coding by determining which data in the interview transcript need to be coded. The researcher writes the code according to the words used by the participants. The third phase is searching for themes. In this phase, the researcher will identify the themes. The theme describes something important about the data related to the research question (Heriyanto, 2018).

The fourth phase is reviewing potential themes. This phase involves a recursive process in which developing themes are reviewed in relation to the coded data and the entire data set (Braun & Clarke, 2012). The researcher will checking and reviewing again to ensure that the themes are related to the research question. The fifth phase is defined and naming themes. The researcher will refine the specifics of each theme, and then generating clear definitions and names for each theme (Braun & Clarke, 2006). And the last phase is producing the report. In writing the final report, the researcher will decide on themes that important to answering the research question or relating back of the analysis to the research question and literature (Braun & Clarke, 2006).

4. FINDINGS

Pada umumnya hasil penelitian dideskripsikan terlebih dahulu, (deskripsi data jika berbentuk tabel dan diagram yang isinya sama sebaiknya dipilih salah satu saja) kemudian ada bagian pembahasan. Seperti dalam template ini, ada sub-sub judul hasil dan pembahasan yang terpisah.

3.1. Finding 1 [sub-section can be added if needed]

Artikel dari hasil penelitian dan pengembangan, sebaiknya dalam penjelasan hasil atau proses pengembangan di tampilkan gambar/foto pengembangan supaya pembaca faham produk hasil yang dikembangkan. ILEAL tidak menerima penelitian gagasan suatu pemikiran saja, kecuali gagasan tersebut yang didukung dengan kajian literatur yang kuat sehingga dapat dikaji pada studi-studi lain dikemudian hari.

Tabel atau Gambar tidak boleh terlalu panjang, terlalu besar atau terlalu banyak. Tabel dan Gambar yang disajikan harus dirujuk dalam teks dan Gambar. di mana Gambar dibuat dalam bentuk JPG atau JPEG.

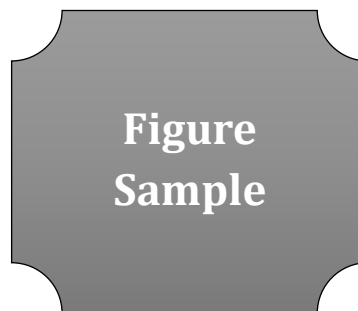


Figure 1. Sample of Figure

Figure presentation is recommended not too big which could waste too many spaces. Simple and informative figures is highly recommended.

3.2. Finding 2

The Motivation to Join the Kampus Mengajar Program

The first theme that emerged from the results of data collection was the motivation behind the participants to take part in the Kampus Mengajar program. There are several common motivations that underlie all participants to join the Kampus Mengajar program. The motivation that appears is the internal motivation that is felt by each participant. The first motivation is contributing. There are five out of seven participants who said that they joined the The Kampus Mengajar program because they want to contribute to the government programs and contribute to the society.

This was expressed by one of the participants, namely P2 who expressed her motivation to join this program. She said:

#P2

"One of my motivations for joining the Kampus Mengajar program is that as a student, I want to contribute to the program implemented by the Ministry of Education and Culture"

The second motivation is to gain new experiences. Four out of seven participants during the interview session said that gain new experiences motivated them to take part in the Kampus Mengajar program. This was stated by a participant, namely P4, she mentioned that:

#P4

"My motivation to take part in the Kampus Mengajar program, first, of course, is to add experience because from the first semester until the semester I was sent down to carry out the Kampus Mengajar program, I have no teaching experience"

The third motivation is sharing the knowledge that has been learned. It was found that three out of seven participants had motivation to share the knowledge that has been learned to students. It was reflected from P3's statement below:

#P3

"The motivation is that I want to be useful, I also want to share the knowledge about pedagogy, about education"

The last motivation is the desire to help improve the quality of learning in 3T schools. Three out of seven participants told to the researcher that their motivation to join the Kampus Mengajar program is because they want to improve the quality of learning in 3T schools. Like P6 for example, stated that:

#P6

"Because they (students) live in remote areas where their learning is limited. so, at that time I developed creativity and learned how to become a teacher which, can improve literacy learning, in other ways not only from writing and reading but also by watching"

The Initial Process of Joining the Kampus Mengajar Program

The second theme that emerged was the initial process of joining the Kampus Mengajar program. It draws up how the process before joining the Kampus Mengajar program to the initial activities carried out at school. Almost all the participants told the same thing about the initial process of joining this program. The initial stage is do the registration and administrative selection by completing the required documents. The required documents are in the form of transcript of grades, recommendation letters, parental approval letters to be placed anywhere, and health certificates. As expressed by P5:

#P5

"for the registration process itself, of course the first one is the administrative selection, in which in this administrative selection I prepared files such as transcripts and also letters of recommendation or a statement that I was willing to be placed anywhere, there were also a few more letters that I forgot... one of them also, if I'm not mistaken, a health certificate"

After passing the administrative selection process there were four participants who were told that they took the next test, namely the Kebhinekaan survey test. One of the participants stated that P5. He also said that:

#P5

"...and a Kebhinekaan survey was also held where we answered the questions that there were no right or wrong answers and only according to our personal responses"

This is also mentioned by P3 which said that after conducting the administrative selection all prospective students of the Kampus Mengajar will carry out the Kebhinekaan survey test. She mentioned that:

#P3

"... Then there will be a national and Kebhinekaan survey test. Then, we are given a condition how do we answer it"

Then, all participants will carry out the debriefing process. Six participants said that the debriefing process was carried out for one week via Zoom and live Youtube. On the first day of the debriefing process was attended by the Minister of Education and Culture, namely Nadiem Makarim and he gave a speech.

The following is the explanation given by P2 regarding this matter:

#P2

"After participating in the selection program, students who have passed to be able to take part in the Kampus Mengajar program, including myself, will take part in the debriefing program... the debriefing program which was carried out through Zoom Meeting with speakers who had been determined by the Kampus Mengajar program committee, one of which was also attended by bapak Nadiem Makarim"

During the debriefing process, there were three out of seven participants who said that the debriefing process provided an overview to students about the objectives of the Kampus Mengajar program. In this process, Kampus Mengajar students will be given various kinds of materials. Some of the materials mentioned by participants are Literasi dan Numerasi, Pedagogi Sekolah Dasar, Etika dan Komunikasi, Administrasi Sekolah, Profil Pemuda Pancasila, Pedagogi Guru, and Aplikasi Pembelajaran.

This was stated by one of the participants, namely P1. She mentioned that:

#P1

"...The briefing is something like what we as Kampus Mengajar students should do at school.. What are the expectations of the Kampus Mengajar, what should the students do at the school"

In addition, P4 explains the material provided during the debriefing process. She mentioned that:

#P4

"...there are many presenters who provide knowledge, materials are taught in the debriefing process such as pengajaran siswa SD, pedagogi guru, or technology applications that can be used in schools, and so on"

Moreover, the researcher also found that the seven participants shared the same initial activity on their first day during Kampus Mengajar program. Before visiting the school, four out of seven participants said that on the first day of assignment, students would report to the local education office. As P7 expressed:

#P7

*"...at first we went to our respective education office, like me for example, me and 5 of my colleagues went to the **** district office, in there we asked for permission and also collected a letter of assignment to go to the elementary school where we were placed"*

Furthermore, the participants visited and observed the school. All participants said that on the first day, they went to school and observed the school environment and students. In this observation activity, participants go around to see the condition of the school, classes, facilities and infrastructure in the school. This is in line with the experience of one of the participants, namely P5, he explained that:

#P5

"...after that, we did the initial observation where we paid attention to the facilities and infrastructure, we also asked about administration, about students, about the school condition, we saw what the class was like, and so on.. basically we observed everything about the school"

Five participants said that their next initial activity was to hand over and get acquainted with the school, such as the principal and teachers. P1 stated that:

#P1

"So, yes, get acquainted... the first time when I came with the supervisor.. in the office, in the principal's office, the principal asked something like, "where do you guys come from?." So, we get acquainted one by one, what is the name, where is the study program from"

Another finding was that four of the seven participants shared that on their first day at school, the school felt surprised and confused about the presence of the Kampus Mengajar students to

school because the school still did not know about the Kampus Mengajar program, this made them have to explain about this program to the school. This was experienced by one of the participants, namely P4. She stated that:

#P4

"...This program lacks socialization to schools that are assigned to Kampus Mengajar because these schools still did not know what the purpose of Kampus Mengajar program is? what are students doing here? Or is it the same as PLP? How? How? Because many teachers ask questions like that, even the principal also asks questions like that, so from there, it can be said that this program is not socialized to schools"

The Obstacles Faced during the Kampus Mengajar Program

During this program, it is undeniable that Kampus Mengajar students also faced several obstacles while participating in this program. Almost all participants experienced the same problems. The first obstacle is school location is quite far and severe road condition.

For P1 the obstacle faced is the location of the school is quite far from her house. As she said:

#P1

"...So about the trip, because yesterday I got the school in the KK area... in the KB area, I live in T. so it is a bit far actually, but there is no problem with the road... at least it is because the distance is far like that"

P6 also had another obstacles, besides the location of the school is quite far, she also said that the condition of the road to the school was very bad and there were many trucks passing by.

She expressed that:

#P6

"during the trip to school which is about 1 hour in which 15 minutes pass the causeway where the causeway is filled with large cars ranging from small cars to large cars.. such as trucks and fuso so that it is a little bit mentally challenging"

In addition, she also added:

"...the road is also very potholes so that if it rains it is very flooded, sometimes there is a very deep hole so even on a hot day the water will still be there because the hole is deep so it holds water. it cannot be dried by the sun like that... so, during the day and water it is no longer flooded then the road will be very dusty"

Another obstacle is the problem at school. There are four obstacles faced by participants at school while participating in the Kampus Mengajar program. The first obstacle is have difficulty to manage the time. There were two participants experiencing problems in managing their time while participating in this program. This obstacle was felt by the participants of the Kampus Mengajar program in batch 1. Due to the implementation of the Kampus Mengajar program in batch 1 the participants were also conducting online learning. Like P1 for example stated that:

#P1

"one more problem, because everything is at the same time... college goes on, Kampus Mengajar is also running.. it is quite overwhelmed... my Kampus Mengajar is overwhelmed, my lectures are also overwhelmed.. like I cannot balance lectures with Kampus Mengajar.. so the way to overcome it, I have to be able to manage the time because it is really hard"

Another obstacle is bad internet connection. Two of the seven participants mentioned that another obstacle they experienced was a bad internet connection at school. Poor internet connection makes it difficult for them to apply modern learning. As P2 expressed that:

#P2

"...In my area or in my village or in my elementary school, the internet connection is very lacking, so it is very limited to apply modern learning models, so when I want to give material using video or whatever I have to get ready from home"

Lack of facilities is also an obstacle for three participants while at school. P6, for example, she said that the school where she teaches is very lacking in facilities, so it makes it difficult for her to carried out technological adaptation.

#P6

"Actually, there are many obstacles that I faced, for example, we want to adapt technology which is the goal of the Kampus Mengajar program, but in every class there is no plug, then the school does not have such a computer or laptop so to solve these problems we have to bring our laptop from House"

She also added that:

"...there is no projector is also very difficult, because sometimes we want to show some videos to students that will support learning process but unfortunately we do not have a projector"

The last obstacle faced while at school was the problem with the students themselves. There were two participants who stated that the obstacles they experienced were from students. This was explained by one of the participants, namely P5. He explained that one of the obstacles he faced was the students. Students are difficult to be manage and tend to be disobedient, making it difficult for him. As he explained that:

#P5

"The obstacles I faced were mostly from students because I taught 1st grade, so the 1st graders were still very active... so yeah, that is the problem, like how to manage them, how to handle the students who are more active, especially if they are no longer focused, they must be asking questions, keep playing... that is one of the obstacles I faced"

In addition, the obstacles also emerged from the Kampus Mengajar program itself. The first obstacle is the late distribution of funds to students and the second obstacle is a technical problem in distributing information during the Kampus Mengajar program. This was explained by P6 who said that disbursement of funds to students was often late so this made it a little difficult for them to make programs at school. She said that:

#P6

"for the problem, it is actually in the funds, because the programs that we will apply at the school are quite a lot, especially by completing school facilities so that it makes many programs delayed... because the distribution of funds is late, sometimes it is one month or two months so it is a bit difficult to carry out the program"

For P5, besides the late distribution of funds, the distribution of information from the Kampus Mengajar program using the Telegram group is less effective because a lot of information has been drowned out by new messages. It is indicated from P5's statements:

#P5

"maybe it is more about the system.. I mean the system from the Kampus Mengajar.. we joined the Telegram group Kampus Mengajar 2 and there were a lot of participants all over Indonesia.. sometimes for the distribution of the latest information, it is still on Telegram where the latest important information will be drowned by incoming messages from other participants"

The Valuable Experiences During The Kampus Mengajar

After getting the data, four out of seven participants said the most valuable experience was when they found it easy to adapt to the school such as teachers and students because they were very welcome to the Kampus Mengajar students. As the experience told by one of the participants, namely P5.

#P5

"my experience adapting to the school environment and school residents is quite easy.. the other teachers are welcome, so it is fine, and for the school community too.. when I meet the students too, Alhamdulillah, they are welcome, they are even excited when they meet us"

Three participants said that getting a valuable opportunity to teach in schools, especially teaching elementary school students, was a very valuable experience. One example is the experience of P4, she said:

#P4

"It was a valuable experience to be able to go to school.. to meet the students.. students who are still less capable of numeracy literacy that we can help.. that is the most valuable experience"

The last valuable experience is become closer to teachers and students. There were three participants who said that the most valuable experience during the Kampus Mengajar program was that they became closer to teachers and students at school. Like one of the participants, P7, who told her moment during Eid at school with teachers and students.

#P7

"There are many valuable experiences that I got while participating in this Kampus Mengajar program.. for example, what I remember the most was during Eid.. after Eid, the teachers and students gathered together and we ate together, then we collected cakes together, telling stories together in the field like that.. we feel that the kinship is very strong and we are nothing, we who are new people feel really accepted by the school because of this Kampus Mengajar program"

The Skills That Are Increased by the Kampus Mengajar Program

The skills can be developed or improved by the learning process or based on knowledge. All participants gave a response that since they joined the Kampus Mengajar program, there have been several hard skills and soft skills that have improved in them. The hard skills that improved during this program are teaching and managing classroom Skills. There were six participants who said that their teaching skills improved after joining the Kampus Mengajar program. In addition, there were two out of seven participants who said that their ability to manage classroom had also improved.

It is reflected from one of the participants' experience, namely P7. She said that while teaching students at school, she was used to teaching so she did not feel awkward when teaching anymore. In addition, her skill to manage the classroom also improved because when she meets students directly she knows how to make the class atmosphere more fun.

#P7

"...however, what I definitely feel is that after I teach in elementary school, I am more comfortable, maybe I am more used to it.. so it is not awkward anymore, I know how to convey the material, I know how to bring the atmosphere, I know how to make students interested, I know how to make students not bored like that"

Not only on hard skills, almost all participants also said that their soft skills are improved. During the Kampus Mengajar program, their soft skills in communication, discussion, and socialization improved over time while at school. There were five participants who stated that their communication and discussion skills are improved, and there were four participants who said that their discussion skill is improved.

Like P6 for example, her communication skill as a teacher to communicate and explain the things to students also increased. At first she was nervous but gradually she got used to communicating. She said that:

#P6

"My ability to speak as a teacher in front of students is usually nervous, now it is normal.. the ability to communicate... the communication is also better that way.. then the ability to explain something is also better"

In addition, other skills that improved were also felt by two participants, namely discussion skill. This is expressed by P1. She expressed that:

Moreover, P1 also expressed that:

"...communication with others as well, for me who did not have much organizational experience and apart from being in class, quite a lot of that.. how to handle problems, how to exchange ideas, how to discuss, how to accept other people's opinions"

For P6, another soft skill that has improved since joining this Kampus Mengajar program is her ability to socialize is improved. As she expressed:

#P6

"...the ability to socialize with teachers or with the community or with students is also better... that is all I think"

The Experiences When Teaching English

While participating in the Kampus Mengajar program, they not only carry out their obligations to teach literacy and numeracy, participants also told to the researcher about their experiences when teaching English in elementary school. All participants said that teaching English at elementary school was their own initiative. There were four participants who said that they teach English in a free time. As the experience told by one of the participants, namely P6. She said that:

#P6

"actually English is not a compulsory subject in schools at the elementary level.. it is a regulation of the Ministry of Education and Culture, so that in other elementary schools if there is a English lesson, they make it as a local content but unfortunately at the school where I teach there are no English subject, so I take the initiative to teach English lesson to students.. it is not always possible to give it to students.. I only do it in my spare time when the Thematic or Math subjects are finished"

Unlike the other participants, there were two participants who teaching English in the program they created at school. During the Kampus Mengajar program, every Kampus Mengajar students must make certain programs or activities while at school. Therefore, they took the initiative to teach English in their program. As P7 stated that:

#P7

"during I participate this Kampus Mengajar program I teach English.. but I teach English not during lessons time as usual but in the program that we made.. the program we created, we carried out in the month of Ramadhan, that is why the name of the program itself, namely Ngabuburit English and Mengaji.. that is where I had the opportunity to teach English in the Kampus Mengajar program to elementary school students in grades 4, 5, and 6"

From all participants, it is different from P4 which teaches English as a local content. P4 expressed that:

#P4

"coincidentally, in my elementary school there is a local content lesson.. this local content lesson contains English lesson.. I was asked by the supervising teacher as the homeroom teacher to teach English in grade 4"

The materials to be taught by all participants are basic English. The basic English materials they teach consists of the alphabet, numbers, self-introducing, greetings, and basic vocabulary such as animals, vegetables, body parts, and the names of objects in class.

Like one of the experiences of the participants, P1 mentioned several of the English materials she taught while at school to students.

#P1

"what I teach while teaching English is because they have no previous knowledge because they are new to this, so I teach the basics... such as numbers, colors, objects around in the class, and the alphabet"

This in line with P4 which also mentioned several of the materials she teaches to students.

#P4

"what I teach is basic vocabulary such as greeting or the names of objects around them, or the names of objects they often see, that is what I teach, namely basic vocabulary.. basic vocabulary"

For the method used by the participants in teaching English to students, there were four participants who said that their method of teaching English was by playing games, singing, using media such as pictures, flashcards, and audio.

It indicates from one of participant's stories, namely P2. She explained that:

#P2

"The method that I use when teaching English at the Kampus Mengajar program is the use of interactive media that I have prepared from home.. such as pictures, songs, short stories, and so on. I set it there, then little by little they understand.. for example, from the pictures I print, I print out the parts of the human body which I give vocabulary, Indonesian vocabulary, finally they try to read.. try to spell a few sentences, finally they understand and can improve their understanding of English learning"

Based on the results of the interviews, all participants shared that they also faced obstacles when teaching English and they explained how they could overcome those obstacles. The first obstacle is many students who do not know about English. Six participants revealed that the obstacles they faced when the first time teaching English is many students did not know English and even a lot of students did not know how to pronounce the alphabet in English. Moreover, to overcome this they said that by introducing English first to students. Like the experience of one of the participants, namely P2, she stated that:

#P2

"The problem is because they do not really know what English is.. So even in spelling the alphabet, they still cannot distinguish ABCD like that.. If we cannot pronounce the alphabet, we cannot do anything else to pronounce the vocabulary. For example, the word BOOK.. how are they pronounced? B U U K that is because they really do not know..."

To overcome this obstacle, she mentioned that:

"The way I handled it was by introducing some basic knowledge of English to them.. it was right when I was in elementary school from grade 1 to grade 6 that they really did not know.. even spelled the alphabet they stuttered.. so that is what I will tell you my way to deal with it, that is to introduce it first.. when they get to know it, Ooh this is the difference between Indonesian and English.. finally go to the step of learning and understanding some vocabularies, some vocabularies"

The last obstacle was admitted by two participants who answered that they were constrained by the lack of learning media so that it also affected students' motivation to learn English. So, to overcome this the participants decided to make learning media such as flashcards which can also be used as a simple dictionary. As P4 expressed that:

#P4

"The problem that I feel while teaching English is the lack of learning media.. which is a bit difficult for students because they are less motivated because there is no media and they do not have the dictionary even though the dictionary is very important"

To overcome this obstacle, she added that:

"... so I made a dictionary... it might be like a flashcard for them, so they know the basic vocabulary"

While teaching English in elementary schools in the Kampus Mengajar program, although it did not focus on English lesson, there were several valuable experiences gained by the participants after they taught English to students. From the results of the interviews, there were four out of

seven participants who shared their valuable experiences. For them, when they saw students there was a willingness to learn English and they felt very happy and excited to learn English. Like P7's experience, she said that:

#P7

"one of the most valuable experiences, I think every time I teach English I feel that it is a valuable experience... because I see the enthusiasm of the students, seeing them active, seeing them laugh like that, they are cheerful every time they learn English... We were surprised when we made the program that the students would not want to join and at first we just wanted to hold the activity for 4th graders. In fact, 4th and 5th graders also wanted to join it... from there we realized that these students had a will to learn English"

Another experience is that they feel happy when they see students can learn and speak English. Four of the seven participants shared that their valuable experience while teaching English was that they felt very happy and proud when they saw students who did not know English at first, finally started to speak English.

It is explained by one of the participants, namely P6, she explained that:

#P6

"a memorable experience that I got when teaching English in elementary school is when we had a hard time teaching students but when they were able to pronounce and understand and remember it later on, some things can be taught then they tell us or use it in everyday life or when they are talking, it becomes a matter of pride and motivation.. so it is an interesting experience for me."

The last valuable experience that the researcher found was when students are not afraid to pronounce English words even though they are wrong. From the interview session, two participants said that the most valuable experience they had when they saw the students were not afraid to pronounce English words even though they wrong in spelled it.

This experience was felt by one of the participants, namely P4:

#P4

"That memorable experience was when the students seemed indifferent to take part in learning but they cared, they still wanted to follow the lesson.. indeed there were some students who really did not want to learned and there were students who were enthusiastic about it.. because maybe this was the first time for them to learn and know about English so every pronunciation they are enthusiastic even though it is wrong.. but as a teacher I do not blame them, but only guide, justify them.. even though they are like that they are still enthusiastic because they may know a new language"

5. DISCUSSIONS

Discussion in Relation to Theories

The theories used in this research are experiential learning theory (ELT) developed by David A. Kolb and the adult learning theory (Andragogy) developed by Malcolm Knowles. Based on the results of the findings, there are several things that are related to the two theories.

1. All participants are adult learners who have several reasons why they are interested in participating in the Kampus Mengajar program so that it creates an internal motivation that encourages them to join this program, with this motivation they expect certain achievements. This is consistent with Knowles's theory of the adult learning theory (2005) that adults need to know why they need to learn something before trying to learn it and also adult learn best when the motivation come internally rather than externally (Brilliant Learning Systems, 2020).
2. During this program, there are many processes that the participants go through so that they learn many things from these processes. One of participant said that the Kampus Mengajar Program did not demand a result, but students can learn through the processes

that are undertaken to achieve a goal. This is consistent with experiential learning theory (ELT) developed by David A. Kolb that learning is best conceived as process, not in terms of outcomes (Kolb, 2015).

3. While at school, participants adapt well to the school environment with teachers and students. Participants found it easy to adapt because people in the environment are very welcome and accept their presence well. Therefore they have no difficulty in adapting to the school environment. This fact is consistent with experiential learning theory (ELT) developed by David A. Kolb that learning is a holistic process of adaption to the world (Kolb, 2015).
4. Participants said that even though this program did not focus on learning English, they could still apply the knowledge they have gained during lectures. There are several English courses that they can also apply while participating in this program, especially in teaching elementary school students. English Department students where basically the students from Teacher Training and Education Faculty, where they are prepared to become a teacher. So, even though they do not have experience in teaching, they already have knowledge in teaching so that this makes it easier for them while at school, especially in teaching students. This point is consistent with Knowles's theory of the adult learning theory (2005) that adults come into educational activities with a greater volume and different quality of experience than youths. Adult learners bring their own life and work experiences to their learning environment. This implies that adult training could reach better results if lies on previous knowledge and competences (Quiddis, 2020).

Discussion in Relation Previous Studies

Compered to previous study, the finding of this research is slightly different from the research conducted by Aan Widiyono, Saidatul Irfana, and Kholida Firdausia (2021), this research analyzes the implementation of Merdeka Belajar through Kampus Mengajar perintis held at SDN 01 Sowan Lor. The result shows that description of the implementation of the Pioneer Kampus Mengajar held at SDN 01 Sowan Lor which when students participate in this program, it has been proven to have a positive impact on students, such as increasing student interest in learning, increasing integrated literacy and numeracy skills. In addition, the benefits for university students include being able to provide direct teaching experience so that they can develop their interpersonal and leadership skills.

While, the finding of this study focused on the experiences of English Department students during the Kampus Mengajar program. The result shows that there are various motivations behind students to take part in this Kampus Mengajar program, the initial process during the Kampus Mengajar program, the valuable experiences that students get and the obstacles that students faced while participating in this program. Moreover, the result of this study also shows that the English Department students' experiences in applying the knowledge they have learned by teaching English in elementary schools during the Kampus Mengajar program. In the other hand, students also feel that there is an improvement in their abilities such as hard skills and soft skills.

6. CONCLUSION AND SUGGESTION

During the Kampus Mengajar program, students got various experiences that they have never had before. The Kampus Mengajar Program has succeeded in instilling empathy and social sensitivity in students, this can be seen from the internal motivation behind students to take part in this program. When observing the school, Kampus Mengajar students become aware of the social conditions of society. Starting from inadequate school facilities, to a less supportive environment in generating student learning motivation. So that they become trained to solve the problems they faced.

The Kampus Mengajar Program can hone insight, character, and improve the skills of English department students, both in their hard skills and soft skills. Not only focusing on implementing the vision and mission of the Kampus Mengajar program, English Department students also have the opportunity to teach English while in elementary school. This also provides an opportunity for

English Department students to applied the knowledge they have learned during in college. There are many positive experiences and achievements that English Department students get while teaching English in schools. With the existence of English Department students at school, they provide new knowledge to students which previously did not know English and eventually became aware after being taught by the Kampus Mengajar students.

This study recommends the next researcher who is interested in conducting research about students' experiences during *Kampus Mengajar* to conduct with a quantitative methodology by employing many respondents and used other instrument to get further information and proof. Therefore, the findings can be generalized.

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