
**Basic Skills for English Department Students Participating in the
Kampus Mengajar Program: A Case Study in Universitas PGRI
Yogyakarta**

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ABSTRACT

This research seeks to reveal what basic skills are most needed by prospective students who will participate in one of the programs initiated by the Indonesian government, *Kampus Mengajar*. This can be a reflection of the study program where students are studying and preparing themselves, whether the material and training they have received before entering the field can be said to be sufficient, or whether there is still a lot of homework for the study program and students concerned to be more ready to handle school assistance tasks. By the government's initial goals and intentions, this program is designed to assist elementary, middle, and high school schools in improving literacy, numeracy skills, and mastery of learning technology for all students. This research was carried out by interviewing students who had completed *Kampus Mengajar* program at several schools. From the results of observations and in-depth interviews, it was discovered that the curriculum we implemented needed to be reviewed periodically to answer the school's challenges. Several things that deserve our attention as curriculum implementers are that there is a need to reduce courses that are linguistic theory in nature and increase the weight of learning that is training in nature in preparing learning models at the basic level.

Keywords: *Kampus Mengajar*, Curriculum, Students' capacities, Theories and Practices, Literacy

1. INTRODUCTION

Students nowadays are expected to be able to think constructively, critically, and innovatively which would be mostly generated through the social and environmental learning contexts (Nugraha & Aminur Rahman, 2021). Our government made regulations to build *Links* and *Match* between universities and industries to guarantee the quality and acceptance of Learning Outcomes, which should be interactive, integrative, holistic, scientific, contextual, thematic, and collaborative (Kurniadi et al., 2023). Many benefits do exist from the implementation of *Kampus Mengajar* (Campus Teaching Program initiated by the Government), it is not argued that students from various universities from all over Indonesia meet and cooperate in one school to solve learning problems (Muhamad & Anugrah, 2021). It is expected that the students joining *Kampus Mengajar* would contribute to solving any issues in elementary schools in teaching English, such as providing up-to-date teaching material, proper assessment, better motivation and even developing teachers' skills in bringing technology into classroom activities (Bali et al., 2022; Beniario & Yurnalis, 2022; Hasanah et al., n.d.; Pardede et al., 2022; Safaringga et al., 2022). Moreover, the outcomes of this program would benefit from improving social skills such as effective communication among parties, better communication, and cooperation among friends colleagues, families, and policymakers (Sumani et al., 2022).

The university, which in this case is an English education study program, has a main graduate profile agreed upon by national associations, namely to become professional teachers at elementary to high school levels. Every graduate profile that has been announced must be supported by all activities inside and outside lectures so that anything that is lacking in conventional lectures can be followed up properly. One of the activities in question is *Kampus Mengajar*. In this activity, students who can participate in it will not only be tested on their teaching abilities in the classroom. More than that, students will learn and practice managing each student's affective and psychomotor factors, conduct ongoing assessments, and establish good cooperation with the school and parents for process-oriented and end-goal-oriented student guidance and learning. The students joining *Kampus Mengajar* would be expected to elaborate and creatively engage the pupils through various media and teaching methods (Malau et al., 2022; Widiastuti & Endahati, 2020). More than that, the university, which in this case is the English Language Education Study Program at Universitas PGRI Yogyakarta, directs, guides, and ensures that at every opportunity to take part in the *Kampus*

Mengajar , there are students who take part. We make good use of this opportunity as one of the study program's efforts to ensure that what we provide during college becomes something that is appropriate and can be used by every student to enter the world of work through the graduate profiles from the English Language Education Study Program, Universitas PGRI Yogyakarta.

2. RESEARCH METHOD

The research strategy carried out is descriptive analysis research with a qualitative approach, namely carrying out data analysis and then a systematic description of the facts, characteristics and relationships between the events being studied by collecting, classifying, presenting and analyzing data and information. The Case Study approach was chosen because it can examine organizations or events that explicitly discuss theory in depth and are contextually informed (Cooper & Morgan, 2008). This approach is well suited to answering “Why” and “How” questions about a set of contemporary events over which the researcher has little or no control (Aberdeen, 2013)

A total of 3 students from the English Language Education study program at PGRI Yogyakarta University who had completed their participation in Kampus Mengajar 5 became respondents in this research. Questionnaires and in-depth interviews are structured in such a way as to get a complete picture of their experiences while being part of the program. Questions in questionnaires and interviews are designed and focused on obtaining information about courses and what abilities were obtained during college, supporting all activities participated in the Kampus Mengajar 5. More than that, all information that describes the abilities and training that results that do not directly benefit the world of teaching practice will be described clearly so that it can be used as knowledge and careful follow-up for similar study programs.

3. RESULTS AND ANALYSIS

The field of education must implement several innovations to address the ever-more complicated difficulties of today's world. Since education is a necessity for humans to live ever-sophisticated and developing lives, it must always be advanced. To meet the demands of education in the context of the fourth industrial revolution, the Republic of Indonesia's Minister of Education and Culture, introduced the "Freedom to Learn" initiative. The

Education Fund Management Institute (LPDP) also provides support for the implementation of this program. The mastering of integrated literacy and numeracy material is the key demand of the Industrial Revolution 4.0 age. The Independent Learning-Independent Campus program is one of the educational innovations that must be made to optimize this expertise. It is anticipated that this program will be able to enhance graduates' proficiency in both hard and soft skills, making them more relevant to the demands of the modern world and preparing them to be the nation's future morally and ethically superior leaders (Suhartoyo et al., 2020).

The Merdeka Belajar Kampus Merdeka program, of which the Kampus Mengajar is a part, aims to give students the chance to learn and grow as individuals through activities outside of the lecture hall. Under the campus teaching program, students will be assigned to teach elementary school kids in locations covered by the 3T (border, underprivileged, and outermost) in Indonesia, adjacent to their place of residence. The school where students serve is an accredited C-school where they assist with administration, technology adaptation, and teaching and learning methodologies. Through this exercise, it is intended that students' experiences and insights would become deeper to strengthen their creativity, interpersonal skills, and leadership and contribute to helping implement the teaching and learning process during the pandemic in the educational unit they occupy (Fauzi et al., 2021; Sofiatun Nufus & Fathurrohman, 2023). The Ministry of Education and Culture informed us that the Fifth Period of Kampus Mengajar program has a record for 43,121 students which is the largest number of applicants since the initiation. However, in the sixth period, the enrollment increased, there were 43,366 students. This is proof that along with the development of the Kampus Mengajar Program, more and more students are interested in joining the program. Apart from that, it is also evidence that students prefer to take part in this program rather than lecture activities on campus. Considering the many benefits or advantages they can get, especially the support provided by the Ministry of Education and Culture such as living costs assistance and the college tuition assistance. This lure makes students interested without thinking about how they will carry out the program when they graduate. However, if a student has been declared to have passed, they must be responsible for carrying out the program as well as possible. Students must have the ability to rise and develop when they encounter difficulties and challenges, this is usually referred to as resilience (Durrotunnisa & Nur, 2020).

To collect data in this research relating to campus teaching experiences and cross-test the abilities taught on campus with actual conditions in the field, our research team used the following research instruments in the form of questionnaires and in-depth interviews:

Table 1. Research Instruments

Questions	The Expected Responses
In your opinion, what is the aim of implementing the Kampus Mengajar ?	Research respondents are expected to provide information or a complete picture regarding their understanding of the essence and motivation for participating in the Kampus Mengajar
What is your motivation for joining the Kampus Mengajar 5?	5. Is it to support the student's chosen profession, or is it because of the facilities promised by the Government, or maybe there are other reasons?
In terms of teaching, what experiences can you share with lecturers, teachers, and colleagues?	It is expected that research respondents will be able to provide a complete picture of what positive things can attract prospective participants to take part in the Kampus Mengajar . All forms of challenges and problems encountered can be an effective alarm for lecturers to understand and prepare their students before joining Kampus Mengajar .
Regarding the courses that you have completed before you joined the Kampus Mengajar , what courses supported you in implementing this ministry program? What is your suggestion?	The English Language Education Study Program is required to regularly monitor and review the curriculum so that the things learned by each student 'meet the expectations' of the industry as users of the graduates. The study program believes that the demands of the world of work are always changing, and this is what the campus world needs to pay attention to. This information gathering is expected to be a strategic effort to determine whether what is being taught to students is appropriate or not.
Regarding the courses that you have completed before you joined the Kampus Mengajar , what courses did not support you in implementing this ministry program? What is your suggestion?	

All respondents in this study are active students in the English education study program at Universitas PGRI Yogyakarta and have completed Kampus Mengajar batch 5 in several elementary schools in the Yogyakarta area which are included in the assisted school category. A quite complicated problem that occurred during this activity was the Covid 19 pandemic which caused the learning objectives to fail, especially in the learning process in the lower grades of elementary school (grades 1, 2 and 3). The form of learning is assignment and individual so that teacher control in the learning process and feedback is ineffective when compared to traditional face-to-face classes. In terms of suitability of the knowledge groups of the Teaching Campus participants, which in this case is English Language Education, it is less appropriate considering that English language subjects at the elementary school level are still additional and not mandatory. The consequence is that students are assigned to teach and carry out assessments in non-English subjects, such as Mathematics, Science, and Civics. This will make students struggle to master and teach material that is not their scientific field.

Regarding the courses given before students enter the Teaching Campus, courses whose focus is on increasing individual ability to teach are very useful and are used by students during this activity. The main concern is that for those assigned to elementary school, TEYL (Teaching English for Young Learners) courses are required. The fact is that this course has only been given since the curriculum review 2 years ago so the depth of study is not very reliable. In contrast to this, theoretical courses such as Semantics and English Morphology do not have significant benefits for elementary school students because the emphasis of learning is on the level of pronunciation and repetition. The study of language regarding form and meaning has not yet become a main issue in learning outcomes. It would be better if the study program was able to give additional weight to learning and training in creating innovative and attractive teaching media for lower-grade elementary school students. Apart from that, valuable input from the respondents of this research is the need for study programs to carry out in-depth observations of learning in elementary schools, especially in superior elementary schools so that they can provide new insights to prospective Kampus Mengajar participants in the future so that they can be transmitted to other elementary schools with the lower level of accreditation.

4. CONCLUSION

Curriculum reviews in the English Education Study Program must be carried out for at least 4 years, one of which is by looking at feedback from students participating in Kampus Mengajar who have completed the program for 1 semester. Based on the results of collecting information from students through questionnaires and in-depth interviews, students feel that the English Language Education study program needs to develop and add the learning outcomes and hours of courses regarding the ability to creatively develop teaching media that can attract the interest of lower class elementary school students to actively join the English subject. Courses such as Pronunciation, TEYL, and educational psychology should be used as basic skills courses for the English Language Education Study Program. The profile of English Language Education Study Program graduates also needs to be broadened, not only are they expected to become English teachers at the middle school and high school level, they are also expected to have strong skills in teaching English to elementary school students. Some courses related to Linguistic theory should be reduced and transferred to courses that support English in elementary schools.

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