Article

TEACHER'S PERCEPTION IN TEACHING PRACTICUM (THE CAMPUS TEACHING - KAMPUS MENGAJAR PROGRAM BATCH 4)

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Abstract

Language is a crucial aspect of human life, enabling communication and expressing goals. This thesis investigates the perceptions of a law student participating in the Kampus Mengajar Program Batch 4 about his practical teaching experience. This study aims to explore how law student view his roles, challenges, and achievements during his involvement in the program as teachers. This study uses a qualitative approach, using interviews to collect data from a sample of law student participating in the program. In addition, this study examines the process of changing law students' perceptions during teacher training, teaching, and education during the Kampus Mengajar process. The results of this study contribute to the existing literature on teaching practicum programs, offering valuable insights into the experiences and perceptions of participating law student in Kampus Mengajar Program Batch 4. These findings have implications for improving the program and enhancing future teaching practicum initiatives, particularly for law students.

Keywords: *Teacher perceptions, teaching practicum, Kampus Mengajar Program, law student, qualitative research, professional growth*

Sari

Bahasa merupakan aspek penting dalam kehidupan manusia yang memungkinkan terjadinya komunikasi dan penyampaian tujuan. Skripsi ini mengkaji persepsi seorang mahasiswa hukum yang mengikuti Program Kampus Mengajar Angkatan 4 terkait pengalaman praktik mengajarnya. Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa hukum memandang peran, tantangan, dan pencapaiannya selama

keterlibatannya dalam program tersebut sebagai seorang pengajar. Penelitian ini menggunakan pendekatan kualitatif, dengan metode wawancara untuk mengumpulkan data dari seorang mahasiswa hukum yang berpartisipasi dalam program ini. Selain itu, studi ini juga menelaah proses perubahan persepsi mahasiswa hukum selama pelatihan, pengajaran, dan pendidikan dalam pelaksanaan Program Kampus Mengajar. Hasil dari penelitian ini memberikan kontribusi terhadap literatur yang sudah ada mengenai program praktik mengajar, serta menawarkan wawasan yang berharga mengenai pengalaman dan persepsi mahasiswa hukum yang berpartisipasi dalam Program Kampus Mengajar Angkatan 4. Temuan ini memiliki implikasi untuk perbaikan program ke depan dan peningkatan inisiatif praktik mengajar di masa mendatang, khususnya bagi mahasiswa hukum.

Kata kunci: *Persepsi Guru, Praktik Mengajar, Program Kampus Mengajar, Mahasiswa Hukum, Penelitian Kualitatif, Pertumbuhan Profesional*

Introduction

My decision to pursue this topic for my thesis stemmed from my experience participating in Kampus Mengajar program batch 4, specifically, studying the experience of a friend who also participated in the program. I wanted to examine his perceptions of teaching and learning since he did not have an education major background, being a law school student with an interest in teaching through the Kampus Mengajar program.

Kampus Mengajar is one of eight MBKM programs designed by the Ministry of Education, Culture, Research, and Technology, aiming to improve the quality of tertiary graduates. Through the Kampus Mengajar program, students have the opportunity to teach in various schools designated by the ministry. This program equips students with practical experience of the educational environment and provides insights into teaching and learning activities in schools. Additionally, students have the chance to directly interact with community universities for one semester or the equivalent of 20 credits (Nurhayani Siregar, Rafidatun Sahirah, 2020).

Currently, the quality of education in Indonesia is in 54th position out of 77 countries in the world (Yulianingsih, 2022). -jean & Aime, 2020; Pokhrel & Chhetri, 2021). However, the effectiveness of online learning is very low because the learning and teaching experiences of both students and teachers depend on the use of digital technology, this also affects the level of student satisfaction in learning during a pandemic (Initial Discussion, Wulan Ayuandiani, Muhammad Mukhram, 2020; Weldon, Anthony, Will W. K. Ma, Indy M. K. Ho, 2021).

The literacy rate in Indonesia is in 62 out of 70 countries based on a survey conducted by the Program for International Student Assessment (Ilham, 2022). Confirmed by Widikasih's statement (2021) online learning during a pandemic is considered less comfortable, students have not been able to adapt well. Lack of adequate learning facilities, low learning motivation, lack of availability of support costs, and difficulty understanding subject matter, especially understanding literacy and numeracy.

This is a partner for teachers to innovate in developing creative and innovative learning strategies and models in targeted education units, with a focus on improving students' literacy and numeracy skills in target schools so as to develop students' insights, character and character. Soft Skills, and with the collaboration above on goals in teaching (Fauzi et al., 2021; Meilia, A.T; Erlangga, 2022; Shabrina, 2022).

In addition, students will also have the opportunity to see first-hand the reality of problems in society and contribute so that these problems can be overcome, or at least minimized. On the aspect of personal skills, this program has the potential to hone students' skills in communicating and building networks with the surrounding community.

With diverse student backgrounds, this has led to many perceptions regarding the implementation of the Kampus Mengajar program batch 4 (Çelik, Çelik, & Karaca, 2023). These perceptions become a bridge for storing relevant representations that are accessed based on similarities (Rock, 1985). According to Woon Chia & Goh (2016) from the view that this Perception, Experience, and Learning in Kampus Mengajar 4

will offer a strong evaluation of many of these ideas and that the constraints and challenges discussed by the authors will also be of great help. Remember that for good ideas to take root and grow, the realities experienced on the ground must be anticipated and dealt with.

One interesting thing about the Kampus Mengajar program is that any student, from any major, is allowed to take part. In the Kampus Mengajar group that I joined, there were students from the Faculty of Law who were also participants. I think this is an interesting thing to study because how can a Law Faculty student be interested in tasting the experience of being a teacher. Even more interesting to me is how these students perceive teaching and learning activities and the teaching profession

Therefore, in this thesis I will review how these non-educational students perceive teaching and teacher training before and after undergoing a campus teaching program. The findings from my little research will of course be of use to the Kampus Mengajar program itself, especially in providing data on what the experience of non-teaching students is like in running the program. Thus, the experience of this Law Faculty student can be used as a reference for other students who wish to participate in the same program.

Methods

Research Design

This study uses a qualitative research method because this study discusses the perceptions of non-educational students in teaching practicum (campus teaching batch 4). According to Creswell, (2014) qualitative research is a methodology for investigating and understanding or studying the meaning of individuals or groups that are considered social or human problems. The purpose of the researcher is to use this qualitative method to allow the writer to explore a perception of non-educational teachers that emerges and develops about teaching during Kampus Mengajar Batch 4: a reflection investigation received by the author.

Participant & Procedure

The participant who will be the source of this research is a member of the Kampus Mengajar team batch 4. Each member consists of 5-6 people who teach in each school that has been determined by the organizers of Kampus Mengajar activities. The sample to be taken in this study is law students who attend Kampus Mengajar and become research partners. Because only this sample will be a discussion of the perceptions of non-educational students about teaching through Kampus Mengajar batch 4. Strategies to ensure that the data provided by the respondent is accurate in accordance with what author wants to provide.

1. Ask them if they are willing to voluntarily participate. I invite participants to talk and explain my research plan. And most importantly, I ensure that their participation in this research are voluntary and that no harmful consequences will arise from their participation in this research.

2. I also stated that if in the middle of the research process they change their mind, doe not want to participate, I will not ban them.

3. I convey in detail the stages of research and data collection, including the recorded interview process. I also said that no one would be able to guess their identity as a participant because in the thesis report their name were given a pseudonym.

4. To ensure the validity of the data, I did not only analyze what the participants said during the interview. However, I also compared and observed the behavior of the participants while attending the Kampus Mengajar that I recorded via video.

5. The use of this video recording as a source of data is also based on the consent of the participants.

Data Collection

The technique of collecting the data is the interview. (Brace, 2004)) explained that in case studies through interviews, so that the research topic is more focused. In this section, the researcher creates and displays the questions made by the researcher. Participant will be asked about something in depth using questions created by researcher.

In the results of the data through interviews with participants, to ensure the accuracy of the arguments I will match the analysis with videos and photos during Kampus Mengajar activities. Because during the Kampus Mengajar program process each individual is required to include documentation during report writing which will later be submitted on the MBKM web page.

Data Analysis

Data analysis will be carried out using thematic analysis. According to (Gary Barkhuizen, Phil Benson, 2014), thematic analysis is a qualitative approach used to analyze a narrative data. Researchers using this method focus on identifying similarities in data and making sense of them. All processes under the thematic analysis are processed by researchers manual. Specifically, the following are the thematic analysis steps that I did:

1. I grouped the data according to the data collection date.
2. I did an analysis of the interview data first where the first step was to convert the audio data into text - the transcription process.
3. After all the audio data was transcribed, I then read the text of the interview focusing on the statements the participant made and indicating his perceptions about teaching.
4. I gave these statements a perception code.
5. The perception codes that have been generated are then re-analyzed and categorized according to the theme of the findings.
6. Next, each code is searched for its correlation with the data from the recorded video.

Results and Discussion

Motivation to Join Kampus Mengajar Program

In the process of collecting data through interviews with participants, it was found that intrinsic and extrinsic motivation were the main reasons for participants participating in this Kampus Mengajar activity.

Intrinsic Motivation

Intrinsic motivation (internal) is the motivation in which a person's behavior is to do or achieve something for his own sake. This desire begins with feelings of accomplishment, satisfaction, pressure, deadlines, etc. In the interview that was already underway with the participant he said:

"The reason I joined the Kampus Mengajar was the first because it moved from a personal desire to see empirically the state of education around my domicile which was included in the category of schools or educational facilities in the 3t region (frontier, remotest, and lagging behind)"

From the expression above it is very clear that the participants took part in Kampus Mengajar activities because there was a will from within him and self-sensitivity towards schools that was less qualified so that he wanted to go directly and be involved in the world of education.

Extrinsic Motivation

Extrinsic (external) motivation refers to the type of motivation that encourages someone to do something with the aim of getting a reward or avoiding negative consequences. In the ongoing interview the participant said:

"Secondly, I joined a Kampus Mengajar because it included relief in terms of tuition financing. So apart from being able to see empirically the facts of education in my area of domicile, I also received relief from my tuition fees through the Kampus Mengajar MBKM program. equal cost reduction."

From the statement above, it can be concluded that the participants joined the Kampus Mengajar, apart from internal factors, there were also external factors that influenced them to do something, namely in the form of a tuition discount prize from the MBKM program.

According to (Ritonga, 1999) said that perception is determined by personal factors and situational factors in which these factors are related to intrinsic and extrinsic motivation because they still discuss what is influenced by humans physiologically, namely information processes managed by the five senses human beings who can influence and include efforts to give meaning to an object or the environment itself.

Therefore, the influence of oneself and the surrounding environment is able to perfect an activity or thing that is done by oneself in order to achieve a goal.

Perception of Teaching And Learning Activities

At this point, it will be explained how the process of Kampus Mengajar activities occurs from most significant experiences, teaching experiences, and challenges from these activities that are already underway.

Most Significant Experience

The participant acknowledged that participating in MBKM had provided significant experience so that it made him experience a change in perspective about what teaching and learning activities are like in schools. The change in perspective occurs in how he views teaching activities. After attending MBKM, he came to see that teaching is not only an activity of presenting material in class, but also a process of social interaction that does not only occur in the classroom. participants described their most memorable experiences from MBKM so that his perspectives on teaching changed were as follows:

> *"There are many things that impress and interest me, namely students in the 3t area (frontier, remotest, and lagging behind) tend to help each other and work together in terms of practice, then when they are together they can also be a means of education or a moral message that they can take, so that's very important. impressed and not only in the classroom they are active, but outside the classroom can also be one of the delivery of learning for students, for example, such as exploring the surrounding environment, exploring the surrounding environment, that is, in practice they only explore the surrounding environment and see the surrounding environment, but they can know how good the environment around them how healthy the environment around them. Are there many plants in their environment? Even if for example there are no plants in the land, they can gather information and provide solutions by planting trees there or other activities, so indirectly exploring the surrounding environment provides education for students."*

From the explanation above, it can be concluded that learning is not fixed by the room, teacher and students, but exploring outside the classroom is also counted as interesting learning and does not seem monotonous. This learning is more easily absorbed by students because the method used is playing while learning.

Teaching Experiences

Apart from asking about interesting experiences, I also asked participant about his experiences in teaching students in class. Then he said:

> *"I was most impressed with teaching because it was my first time teaching. Previously, it was only as a student. Say, as a recipient of material, so as long as I teach, the impression is I have to know what time the student is excited to receive learning and the time when the student tends to be lazy or lacks enthusiasm in receiving learning. So I have to put these positions."*

Because previously the participant had never taught elementary school students directly, the experience he described above was quite impressive for him because by knowing when and how the process of absorption of understanding occurred so that he could make an interesting learning design and also the time of its implementation so that learning could take place because he had observed these things before.

According to the theory of teaching practicum put forward by Barnet he said teaching practicum could be supervised by student supervisors or special supervisors. Observations might involve the mentor sitting through the course, or it might ask students to report back periodically. This type of course is a learning experience, so perfection is usually not expected. Any student who encounters difficulties during the teaching practicum is likely to be on the right track in teaching career

Challenges During Kampus Mengajar

In an activity or teaching process, there will definitely be a challenge for the participant. Therefore, I asked him about the challenges he faced while Kampus Mengajar program.

Cultural Challenge

The participant described that the first challenge he faced while joining the Kampus Mengajar was a cultural challenge. As he stated in the following interview excerpt.

"There are several things that are different, whether the culture or the language. Incidentally, I am from Jagapura Village, where it is located on the border of Cirebon and Indramayu, and the language there uses a language that is spelled Javanese/Cirebonan, but at this Kampus Mengajar, I got a target school in Sidawangi, which in fact speaks Sundanese. There may be language adaptation and sometimes it is constrained by miss communication, maybe because most of the elementary school students still use Sundanese as their mother tongue and I don't understand Sundanese, so I will only explain it in Indonesian. This is not necessarily absorbed by children who may not be able to speak Indonesian, so their mother tongue must be interspersed with Sundanese from a cultural perspective."

From the statement above, it can be concluded that the challenges experienced by the participants were many, ranging from cultural and language.

Technological Prowess of Teachers and Students

The next challenge faced by participant was about the lack of ability in the field of technology for students and teachers so that it became the biggest challenge for participant considering that Kampus Mengajar emphasize one of the technology adaptation programs, as explained by the participants below:

"The challenge during the Kampus Mengajar was because the target was 3t (frontier, remotest, and lagging behind) schools and the KEMENDIKBUD issued the main program, namely increasing numeracy literacy and technology adaptation that refers to 21st century learning patterns so what is an obstacle for me is that the learning process, use or adaptation of technology in 3t schools tends to be complicated and it's difficult because the 3t school facilities are not yet qualified, apart from

the facilities Yes, we must first improve the human resources of the 3t schools. Not infrequently the teachers at 3t schools are not technologically literate or technologically illiterate, so we have to teach students as well as teach the teachers too and that seems to be a problem."

From the explanation above, it can be concluded that teaching students to adapt to technology is not enough because the teacher resources at the school are in fact still not proficient in using technology so that participants have to go the extra mile in teaching technology to students and teachers.

Lack of Support from Organizers

The final challenge faced by the participants was about the lack of control or supervision from the activity organizers regarding the results of Kampus Mengajar activities for 5 months in the field. As he said:

"Then what becomes another problem is if, for example, after the campus program teaches in 3t schools for about 4 to 5 months, is there evaluation and monitoring from the center? if not, then we don't know how impactful the activities we have carried out are for 3t schools, so the learning that has taken place cannot be measured how impactful the change is from our breakthrough to what it's like and what impact it can't be calculated, can't be measured because there is no evaluation and monitoring from the center…"

From the statement above, it can be concluded that the challenges experienced by the participants were many, ranging from cultural and language differences, the lack of adequate facilities to support the main teaching program of the campus, the lack of human resources in schools regarding technology and big questions regarding evaluation and monitoring the results of these activities.

Metaphors about Teachers, Teaching, and Education

Metaphor is the use of words or groups of words not with their true meaning, but as a picture based on similarities or comparisons. Metaphor is a figure of speech that

expresses something directly in the form of an analogical comparison by removing words such as like, and so on. In this case, I would like to know the participants' views on teaching, teachers, and education through metaphors. The following are the results of the thoughts that he shared in the interviews that have been conducted

> *"In my opinion, the appropriate metaphor for describing education is like the medical world. Education is likened to a vaccine which is a cure or an exterminator to eradicate ignorance and stupidity, if the teacher is likened to a doctor who knows which injections affect his students as well and teaching is likened to an injection as an intermediary, or a tool to inject vaccines or the education provided by the teacher to students to cure stupidity."*

From the metaphor that he expressed, it can be concluded that education is very important to add insight and continue the nation's generation so that they don't become stupid and become lights in the dark of the night.

From the data found it can be concluded that perception can be influenced by the senses of taste such as seeing, touching, hearing, and feeling. according to Walgito, (2002) explains that a perceptual process can occur within an individual. Stimuli are caused by the object itself, and stimuli are attached to sensory organs or receptors. The process of stimulation that occurs in the senses is inherently referred to as a physical process. The sensory organs transmit a stimulus received to the sensory nerves to the brain and the process is called a physiological process. so that what participants feel while on campus teaching can be translated with metaphors to express their perceptions of the world of education while they are in the Kampus Mengajar program.

Perceptions About Teachers Before and After Kampus Mengajar

Perception is the experience of objects, events or relationships obtained by inferring information and interpreting it. In other words, participants have their own perceptions about teachers both before and after. The following is a summary of the results of the interviews with participants that have been conducted.

Before Kampus Mengajar

Participant explained that before joining KM, his perception about teaching were quite basic as the teacher is the center of all knowledge. As he said:

"Perceptions about teachers before Kampus Mengajar, teachers include the starting point of human knowledge. What is known to humans today, or these students move on from giving knowledge from teachers, so the central role of teachers is very important in conveying information related to science and so on in Education."

From the explanation above, it can be concluded that most people from non-educational origins view the teacher as an absolute source of information, even though the teacher's task is not only to be a center for imparting knowledge.

After Kampus Mengajar

The participant experienced a change in perception about teachers after joining the Kampus Mengajar and going directly into the world of education. Like what he said:

"After I joined the Kampus Mengajar, my perception of the teacher shifted slightly, as if not all teachers were placed or adapted to the culture in society, then not all teachers knew about student deficiencies, skills or students' comprehension, which then gave the impression that teaching was pursuing the curriculum, not pursuing how much big students' comprehension might be like that."

From the results of the interview above it can be concluded that a person's experience that he feels through all the senses can change the point of view because the experience is informative. Perceptions that are quite significant give the impression of participants in assessing a teacher who is meaningful to his life through his experience in the Kampus Mengajar program batch 4.

Every individual who is involved in the profession must have a perception, for example, a teacher. Teachers have their own perceptions about the tasks they do according to their position. The perception that teachers have includes a certain point of view from the way they teach. All of that is influenced and shaped by certain factors. Perception itself affects the actual practice of teaching and learning (Moloi, 2009). That

also applies to the participants I studied, even though they came from non-educational backgrounds, but their 5-month experience at school through the MBKM program was able to give their perceptions as a teacher about the changes before and after they carried out the activity.

Conclusion & Recommendation

In conclusion, the Kampus Mengajar program had a profound impact on the participants' perceptions of teaching, teachers, and education. The participants were motivated by both intrinsic and extrinsic factors, driven by a personal desire to improve education and financial relief provided through tuition fee discounts. Throughout the program, the participants underwent a transformative process, realizing that teaching involves more than delivering material in the classroom. They learned the importance of active student participation, collaboration, and integrating learning with the environment.

However, the participants also faced challenges, including cultural and language differences, inadequate facilities in schools, and the need for improved technological literacy among teachers. Additionally, the lack of evaluation and monitoring from the central administration was identified as a challenge. Despite these challenges, the participants developed meaningful perceptions and contributed positively to the education sector.The perception of non- educational teachers in the Kampus Mengajar Batch 4 program carries both positive and negative implications.

Non-educational teachers can bring diverse perspectives, real-world relevance, and specialized skills to the classroom. However, they may also face limitations in pedagogical knowledge and classroom management. Collaboration with educational experts and institutions, along with support and professional development opportunities, can optimize their impact.Overall, the Kampus Mengajar program has expanded the participants' understanding of teaching and emphasized student-centered learning, cultural adaptation, and the integration of real-world experiences. It has provided a platform for non-educational teachers to contribute to education and has the potential to offer a well-rounded educational experience for students.

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Conflict of Interest

No potential conflict of interest is reported.

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