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The English Department Students' Perception Toward Teaching Skills Through The Implementation Of Kampus Mengajar Program

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Abstrak

This study aimed to know the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program. There were 26 of the English Department students. This study used a descriptive qualitative design. The researcher used questionnaire to collect the data, the Likert Scale. The result of this study showed that the English Department students' perception are positive, as many as 15 students (55,77%) of the 26 English Department students, this shows that more than half of the English Department students' perception related to skills of opening and closing the lesson, 14 students (53,85%) related to explaining skills, 15 students (55,77%) related to variation skills, 13 students (51,92%) related to questioning skills, 13 students (51,28%) related to reinforcement skills, 17 students (64,10%) related to class management skills, 13 students (50%) related to small group teaching skills, and 15 students (55,77%) related to skills of guide small group discussion. The researcher concluded that the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program are positive.

Keywords: *Kampus Mengajar, Perception, Teaching Skills*

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Jurusan Bahasa Inggris terhadap keterampilan mengajar melalui implementasi program Kampus Mengajar. Ada 26 mahasiswa Jurusan Bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Peneliti menggunakan kuesioner untuk mengumpulkan data, Skala Likert. Hasil penelitian ini menunjukkan bahwa persepsi mahasiswa Jurusan Bahasa Inggris positif yaitu sebanyak 15 mahasiswa (55,77%) dari 26 mahasiswa Jurusan Bahasa Inggris, hal ini menunjukkan bahwa lebih dari separuh persepsi mahasiswa Jurusan Bahasa Inggris terkait keterampilan. pembukaan dan penutupan pembelajaran, 14 siswa (53,85%) terkait keterampilan menjelaskan, 15 siswa (55,77%) terkait keterampilan variasi, 13 siswa (51,92%) terkait keterampilan bertanya, 13 siswa (51,28%) terkait keterampilan penguatan, 17 siswa (64,10%) terkait keterampilan pengelolaan kelas, 13 siswa (50%) terkait keterampilan mengajar kelompok kecil, dan 15 siswa (55,77%) terkait keterampilan membimbing diskusi kelompok kecil. Peneliti menyimpulkan bahwa persepsi mahasiswa Jurusan Bahasa Inggris terhadap keterampilan mengajar melalui pelaksanaan program Kampus Mengajar adalah positif.

Kata Kunci: *Kampus Mengajar , Persepsi, Keterampilan Mengajar*

INTRODUCTION

The formation of a professional teacher which is carried out with a theoretical understanding of teacher competence must also be followed by the implementation of direct teaching practice in educational units. In maximizing it, of course, it needs support and assistance from the education system which is built together. That is why the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia Nadiem Anwar Makarim launched the "Freedom to Learn" (Merdeka Belajar) program with the hope of being able to meet educational needs in the era of the industrial revolution 4.0. The implementation of this program is also supported by the Education Fund Management Institution (LPDP) and managed by higher education institutions which are validated by the Ministry of Education and Culture. It is hoped that education in Indonesia can prepare students to have competitiveness in the future.

In the midst of students' difficulties in honing soft skills during the pandemic, the Freedom to Learn - Independent Campus or Merdeka Belajar Kampus Merdeka (MBKM) policy is present in preparing graduate resources ready to welcome Indonesia Gold in 2045. One of the right MBKM programs for students of the Teacher Training and Education Faculty at HKBP Nommensen University is the Kampus Mengajar. The Kampus Mengajar program itself aims to provide

opportunities for students to learn and develop themselves through activities outside the lecture class. The students in each campus from various educational backgrounds to assist the teaching and learning process in schools, especially at the elementary level and provide opportunities for them to learn and develop themselves through activities outside the classroom. Partami and Sujana (2021) that teachers are able to apply teaching skills according to their characteristics well, seen from the skills in carrying out variations, asking skills, and skills in providing reinforcement of learning activities.

The English Department of Nommensen HKBP University has certainly gained experience and have applied their teaching skills through the Kampus Mengajar program. Therefore, researcher wants to investigate the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program to see what the participants have a positive perception in teaching and learning process during Kampus Mengajar program and it can improve their competence as the prospective teacher. From the background above, the researcher would like to make research entitled "The English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program". In this study, the researcher will use descriptive qualitative research method to answer the research problem.

RESEARCH METHOD

The research study of the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program is analyzed by using qualitative design, where the specification of this research is descriptive qualitative, this is considered appropriate because qualitative data can follow and understand the flow of events chronologically (Sugiyono, 2013). Meanwhile, according to Patalima (2017) descriptive qualitative research is research that seeks to describe current problem solving based on data, analysis and interpretation. Subjects of this research are the English Department students at Nommensen HKBP University and the researcher decided to use the sample of this research was especially the students who participated at the Kampus Mengajar program and the target school was in elementary schools in batch 3 and batch 4.

RESULT AND DISCUSSION

DATA

This descriptive qualitative research involved 26 participants and they were distributed a total of twenty questions which all of them could be processed. The researcher detailed the findings and the aims of this research concerning the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program . The data of this study was gathered using a questionnaire whose contents are adaptable. The researcher divided the questionnaire into 8 categories in line with teaching skills as stated by Usman (2006: 74). There were twenty questions in this quiz concerning the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program. The English Department students only filled out a checklist in the google form's given box. The questions in this questionnaire were written in English. The researcher used the Likert Scale for example with 5 levels. In presenting the following data description of the use of scale: 1 : Never (Strongly Disagree) 2 : Rarely (Disagree) 3 : Sometimes (Neutral) 4 : Very Often (Agree) 5 : Always (Strongly Agree)

The researcher used the following formula to find the percentage of the participants. The formula is taken from (Arikunto, 2010:284) as follows:

$$P(\%) = \frac{n}{\sum n} \times 100$$

To find the total percentage of each statements, the researcher used the following formula:

$$R = \frac{\sum p}{\sum n \times a} \times 100\%$$

Descriptions:

P : the percentage of respondents

R : the percentage of each statement

n : the frequency of students who choose the same responses

$\sum n$: the total of students who fill out the questionnaire

$\sum p$: the total percentage of respondents

a : the total of statements based on categories

DATA ANALYSIS

There are some questions about the English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program. This questionnaire received replies from a total of 26 participants. The English Department students must select from list of answers supplied in the survey, such as never, rarely, sometimes, very often, always, in

response to the survey question. The questions in this questionnaire are divided into eight categories as follow:

Table 1. Participant' Answer Related to Skills of Opening and Closing

No	Questionnaire Statements	Scale	Frequency	Percentage
1	Before starting and closing the lessons I invited students to pray.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	17	65,39 %
		5	7	26,92 %
2	I gave a conclusion at the end of each lesson.	1	0	0 %
		2	0	0 %
		3	0	0 %
		4	12	46,15 %
		5	14	53,85 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 55,77 percent agree with the questionnaire and 40,38 percent strongly agree, as shown in the table above. The English Department students did an opening and closing very often when teaching in the class, and they are agree that skills of opening and closing the lesson were effectively done in the classroom, according to the data.

Table 2. Participant' Answer Related to Skills of Explaining

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I always try to make students understand the material.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	15	57,69 %
		5	9	34,62 %
2	I always explain and give the examples of each subject matter.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	13	50 %

		5	11	42,31 %
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The data acquired in the questionnaire had the highest frequency, with a percentage of 53, 85 percent agree and 38,46 percent strongly agree with the questionnaire, as shown in the table above. The English Department students did an explaining very often when teaching in the class, and they are agree that explaining skills were effectively done in the classroom, according to the data.

Table 3. Participant' Answer Related to Variation Skills

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I used a variety of methods (project method, question-answer, demonstration, group discussion) in the teaching process.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	15	57,69 %
		5	9	34,62 %
2	I developed subject matter with a different method in each lesson .	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	13	50 %
		5	11	42,31 %
3	I made the interesting learning media so that students more easily understand the subject matter.	1	0	0 %
		2	0	0 %
		3	3	11,54 %
		4	16	61,54 %
		5	7	26,92 %
4	I used audio-visual media while teaching (images and videos)	1	0	0 %
		2	0	0 %
		3	0	0 %
		4	14	53,85 %
		5	12	46,15 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 55, 77 percent agree and 37,5 percent strongly agree with the questionnaire, as shown in the table above. The English Department students did the variation very often when teaching in the class, and they are agree that variation skills were effectively done in the classroom.

Table 4. Participants' Answer Related to Questioning Skills

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I held questions and answers with students while teaching.	1	0	0 %
		2	0	0 %
		3	1	3,85 %
		4	14	53,85 %
		5	11	42,31 %
2	I gave students thinking time to ask and answer the question.	1	0	0 %
		2	0	0 %
		3	6	24 %
		4	13	50 %
		5	7	26,92 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 51,92 percent agree and 34,62 percent strongly agree with the questionnaire, as shown in the table above.

Table 5. Participant' Answer Related to Reinforcement Skills

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I provided this word (great job, you are doing a very great, I love the way you explain it) to encourage students.	1	0	0 %
		2	0	0 %
		3	0	0 %
		4	15	57,69 %
		5	11	42,31 %
2	I always smile, nod, and friendly glance when students responded to my questions.	1	0	0 %
		2	0	0 %
		3	1	3,85 %
		4	12	46,15 %
		5	13	50 %

3	I gave reinforcement by providing relevant and rational rewards to students.	1	0	0 %
		2	0	0 %
		3	1	3,85 %
		4	13	50 %
		5	12	46,15 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 51, 28 percent agree and 46,16 percent strongly agree with the questionnaire, as shown in the table above. The English Department students did the reinforcement very often when teaching in the class, and they are agree that reinforcement skills were effectively done in the classroom.

Table 6. Participant' Answer Related to Class Management Skills

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I always change my position while the teaching-learning process (in front, behind, middle, right, and left).	1	0	0 %
		2	0	0 %
		3	0	0 %
		4	19	73,08 %
		5	7	26,92 %
2	I associated the material presented with the material that has been studied so that there was continuity.	1	0	0 %
		2	0	0 %
		3	0	0 %
		4	18	69,23 %
		5	8	30,77 %
3	Before interacting with learning activities I explained the learning objectives first.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	13	50 %
		5	11	42,31 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 64, 10 percent agree and 33,34 percent strongly agree with the questionnaire.

Table 7. Participant' Answer Related to Small Group Teaching Skills

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I provided individual assistance to slow students.	1	0	0 %
		2	0	0 %
		3	5	19,23 %
		4	12	46,15 %
		5	9	34,62 %
2	I guided the students who had difficulties in understanding the lesson.	1	0	0 %
		2	0	0 %
		3	4	15,38 %
		4	14	53,85 %
		5	8	30,77 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 50 percent agree and 32,69 percent strongly agree with the questionnaire, as shown in the table above. The English Department students did small group teaching very often, and they are agree that small group teaching skills were effectively done in the classroom.

Table 8 Participant' Answer Related to Skills of Guide Small Group Discussion

No	Questionnaire Statements	Scale	Frequency	Percentage
1	I divided the group every time there was a discussion assignment.	1	0	0 %
		2	0	0 %
		3	2	7,69 %
		4	15	57,69 %
		5	9	34,62 %
2	I directed the class discussion carried out by the students.	1	0	0 %
		2	0	0 %
		3	1	3,85 %
		4	14	53,85 %
		5	11	42,31 %

The data acquired in the questionnaire had the highest frequency, with a percentage of 55, 77 percent agree and 38,46 strongly agree with the questionnaire, as shown in the table above. The

English Department students did the guide small group discussion very often, and they are agree that guide small group discussion skills were effectively done in the classroom.

CONCLUSION

The English Department students' perception toward teaching skills through the implementation of Kampus Mengajar program are positive. This may be demonstrated by looking at the percentage of data that is based on the certain categories. In findings can be seen that 92,51 percent of the English Department students have been implemented the eight teaching skills when joining the Kampus Mengajar. The eight of teaching skills that have been implemented in the classroom through the Kampus Mengajar program have a real impact. The implementation of Kampus Mengajar program supports the English Department students to enrich their knowledge especially their teaching skills according to the findings. The implementation of Kampus Mengajar program takes important part in developing their ability in teaching as a prospective teacher.

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