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The researcher,

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ABSTRACT

JANELYA FEBRIANTY, 2025. *Exploring Participants' Reflection on English Teaching Experiences Through the Kampus Mengajar Program Batch 6.* Supervised by Patahuddin and Sianna.

This study explored the reflections of English Education students from Universitas Muhammadiyah Parepare (UMPAR) who participated in the Kampus Mengajar Program Batch 6. A qualitative case study design was employed, involving eight participants. Data were collected through semi-structured interviews and documentation, and analyzed thematically.

The results showed that participants' teaching experiences were strongly influenced by school contexts, including facilities, institutional support, and student characteristics. Limited resources, the absence of English teachers, and students' lack of English background created significant challenges, while supportive environments provided more positive experiences. To address these conditions, participants employed three main adaptation strategies: pedagogical strategies (simplifying materials, teaching basic vocabulary, and using games or ice-breaking), managerial strategies (using personal funds and reorganizing libraries), and social strategies (emotional approaches and collaboration with teachers and peers).

Overall, the study highlighted that teaching experiences in the Kampus Mengajar Program were determined by the interaction between school contexts and participants' adaptation strategies. These adaptations enabled them to maintain effective learning processes while shaping meaningful reflections on English teaching in diverse school environments.

Keywords: Adaptation Strategies, Kampus Mengajar, School Context, Teaching Experiences

ABSTRAK

JANELYA FEBRIANTY, 2025. *Mengeksplorasi Refleksi Peserta terhadap Pengalaman Mengajar Bahasa Inggris melalui Kampus Mengajar Angkatan 6.* Dibimbing oleh Patahuddin dan Sianna.

Penelitian ini mengeksplorasi refleksi mahasiswa Pendidikan Bahasa Inggris Universitas Muhammadiyah Parepare (UMPAR) yang mengikuti Program Kampus Mengajar Angkatan 6. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan delapan partisipan melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis secara tematik.

Hasil penelitian menunjukkan bahwa pengalaman mengajar peserta sangat dipengaruhi oleh konteks sekolah, termasuk fasilitas, dukungan institusi, dan karakteristik siswa. Keterbatasan sumber daya, tidak adanya guru Bahasa Inggris, serta latar belakang siswa yang minim pengalaman menjadi tantangan utama, sedangkan lingkungan yang lebih mendukung memberikan pengalaman positif. Untuk menghadapi kondisi tersebut, peserta menerapkan tiga strategi adaptasi utama: strategi pedagogis (penyederhanaan materi, pengajaran kosakata dasar, penggunaan permainan dan ice breaking), strategi manajerial (pemanfaatan dana pribadi dan penataan ulang perpustakaan), serta strategi sosial (pendekatan emosional dan kolaborasi dengan guru maupun rekan sejawat).

Secara keseluruhan, penelitian ini menegaskan bahwa pengalaman mengajar dalam Program Kampus Mengajar dibentuk oleh interaksi antara konteks sekolah dan strategi adaptasi yang dijalankan peserta. Adaptasi tersebut memungkinkan proses pembelajaran tetap berjalan efektif sekaligus membentuk refleksi yang bermakna terhadap pengajaran Bahasa Inggris di berbagai konteks sekolah.

Kata kunci: Strategi Adaptasi, Kampus Mengajar, Context Sekolah, Pengalaman Mengajar