CHAPTER I
INTRODUCTION

This chapter consists of background, problem statement, the objective of the research and Significance of the Research.

A. Background

Education is the main key to developing quality human resources. In the context of higher education, students, especially those from education majors, are required to master pedagogical competencies as preparation to become professional educators in the future. These competencies include the ability to design learning, understand the characteristics of learners, and apply teaching strategies that are suitable for classroom conditions. However, students often face difficulties in connecting the theories they learn in college with real-world practice. Challenges such as classroom management, adaptation to diverse student characteristics, and the implementation of effective teaching strategies become obstacles that are not easily overcome through theoretical learning alone. This situation indicates an urgent need for structured and contextual teaching experiences as a bridge between theory and practice. Therefore, experiential learning programs, such as teaching practice in schools, become an effective way to develop students' pedagogical competencies holistically. Through direct involvement in the classroom, students not only learn to apply theory but also hone their adaptability, communication skills, and mental readiness in facing the dynamics of real-world learning.

To address these needs, the Ministry of Education, Culture, Research, and Technology of The Republic of Indonesia launched the Kampus Mengajar (KM) Program, which constitute one of the flagship initiatives under the Merdeka Belajar Kampus Merdeka (MBKM) policy framework. This program is designed to provide opportunities for students to directly engage in school and assist the learning process, particularly in school facing a shortage of teachers. Through this program, students are not only assigned to assist teachers in the classroom but also actively participate in designing learning activities, improving students' literacy and numeracy skills, as well as helping with school administration. Thus, Kampus Mengajar (KM) functions not only as a means of community service but also as a contextual learning platform that directly exposes students to real challenges in field of education. However, the learning outcomes and reflective processes of students may vary significantly depending on the school environments in which they are places, such as differences in facilities, teacher support, and student demographics.

Furthermore, the Kampus Mengajar (KM) program emerged as an effort to meet the need for more applicative teaching experiences for students. This program aims to connect the academic environment with real world education by providing opportunities for students to be directly involved in the learning process in schools, both in urban areas and in remote and underdeveloped regions. Through Kampus Mengajar (KM), students can not only implement the theories learned during lectures but also enrich practical skills in classroom management, communication with students, and overcoming various challenges faced in the

field. This aligns with Kolb's (1984) assertion that effective learning occurs through direct experience, where individuals develop deeper understanding through cycles of reflection and active experience. One of the previous studies demonstrated that reflection on teaching experiences can have a positive impact on the development of teaching competence and the professional attitude of educators.

Interestingly, on the other hand, not all Kampus Mengajar (KM) participants encounter difficult challenges in their school placements. Some students, in fact, report the opposite being assigned to schools with highly supportive environments. One participant, for example, shared that the teachers were cooperative and welcoming, and the students were active and enthusiastic. This kind of setting created a positive atmosphere that boosted the student's confidence and allowed greater freedom in applying teaching theories. This phenomenon suggests that reflection and professional growth are not only triggered by hardships but can also emerge from collaborative and enjoyable teaching experiences. Thus, it is important to explore how various school contexts, whether challenging or supportive shape students' reflective experiences throughout the Kampus Mengajar (KM) Program.

Supporting this perspective, research by Fayza et al., (2023) stated that after participating in the Kampus Mengajar (KM) Program, English Education students experienced a significant impact on their pedagogical competence development. While these findings are valuable, the studies did not specify the characteristic of the school environments where these experiences occurred, leaving a gap in

understanding how contextual factors such as infrastructure or classroom dynamics may have contributed. This was because the program provided hands-on experience in the teaching and classroom management process, allowing them to apply the theories learned in college to real practice. Student feedback indicated that their teaching skills improved, particularly in terms of adjusting materials to meet the diverse needs of students. Furthermore, they also experienced improvements in communication and classroom management skills, making them more prepared to face educational challenges.

A similar result was found in the study by (Salsabilla and Maharani 2022), which revealed that through the Kampus Mengajar (KM) Program, students gained direct experiences that enriched their teaching skills. During its implementation, they faced many challenges, one of which was adapting materials to be relevant to students' needs. Nevertheless, these challenges became a learning medium that familiarized them with classroom adaptation. Furthermore, students also learned to be more responsive to the needs of the students they taught. As a result, they felt more confident in applying the knowledge gained from campus into real teaching contexts. Ultimately, this experience not only deepened their understanding of the educator's role but also prepared them to face various complex educational situations in the future.

Meanwhile, in the research journal by Pratama (2024), the focus was on student feedback. In this study, students stated that participation in the program provided valuable experiences not only in improving teaching skills but also in strengthening communication and adaptation abilities in diverse school

environments. Similar to the previous two studies, it was found that they felt more confident in applying the theories they had learned on campus to their daily teaching practices in the schools where they taught.

Based on the results of these three studies, there are many similarities in showing the positive impact of the Kampus Mengajar (KM) Program on the teaching skills of English Education students. All studies agree that students participating in this program experience improvements in various aspects, including communication skills. "Students showed significant development in their ability to deliver material in a way that is easily understood by students," wrote Andi (2024). Furthermore, in terms of time management, Salsabilla (2022) stated that students felt more confident in managing their time effectively.

Overall, the findings of these three studies emphasize that this program not only enriches students' skills but also prepares them to become more competent educators, ready to face challenges in the field of education. Thus, although there are slight differences in the focus of each study, all three demonstrate the significant contribution of the Kampus Mengajar (KM) Program in enhancing the teaching quality of students.

Various previous studies have highlighted the benefits of the Kampus Mengajar (KM) Program, but few have explored how school environments influence the experiences and skill development of students. Most research, such as that conducted by Salasabila (2022) and (2023), primarily discusses the general impact of the program on teaching skills and participants' confidence. However, few studies investigate the relationship between specific school contexts, such as

differences in facilities, school culture, and student dynamics, and their influence on students' learning processes.

Besides that, Simanjuntak (2020), stated that diverse school environments can present unique challenges for teachers, which can also apply to student experiences in this program. This highlights the need for further research that can explore how different school environments shape students' teaching skills and their strategies for facing field challenges. Therefore, this research aims to fill that gap by examining the influence of school environment factors on the experiences and reflections of students participating in the Kampus Mengajar (KM) Program.

B. Focus of the research

The Kampus Mengajar (KM) Program provides university students with the opportunity to teach in various schools with diverse conditions. Participants' experiences in this program may vary depending on factors such as physical facilities, students' diversity and institutional support. Although the program's objectives are uniform, individual experiences of participants in facing teaching challenges, adapting to the environment, and building interactions with students and educators can reveal significant patterns of difference.

This research aims to compare the experiences of Kampus Mengajar (KM) participants across different schools to understand how environmental factors and school contexts influence their teaching experiences. Through a case study approach, this study examined the challenges, adaptation strategies, and participants' reflections in navigating the dynamics of teaching in varied environments. This focus ensured that the research not only described participants'

experiences in general but also analyzed how external factors (such as school location, student conditions, and institutional support) shaped their experiences.

C. **Problem Statement**

Previous studies have largely focused on the individual reflections of participants in general; however, there has been limited exploration of how school contexts influence their experiences. By employing a case study approach, this research aims to compare participants' experiences across various schools to understand how environmental factors affect the challenges they face, their adaptation strategies, and the learning they acquire throughout the program. Based on this, the study seeks to answer the following questions:

1. How were the teaching experiences of Kampus Mengajar (KM) participants influenced by the school contexts where they are placed?
2. What challenges do the Kampus Mengajar (KM) participants face, and what adaptation strategies do they use when dealing with different school conditions?

C. The Objective of the Research

1. Describing the experiences of Kampus Mengajar (KM) participants based on different school contexts.
2. Analyzing the participants' adaptation strategies to teaching challenges in different schools.

D. Significance of the Research

a. For Educational Institutions**:** Provide curriculum input, particularly in designing courses or training programs that align with the needs of education students, with a stronger focus on real-world teaching conditions

b. For Education Students: Offer a realistic perspective on the dynamics of teaching in various school contexts, helping students better prepare themselves before teaching in educational institutions.

c. For Other Researchers**:** Serve as a reference for other qualitative researchers focusing on the teaching experiences of students in educational institutions.

CHAPTER II

LITERATURE REVIEW

This chapter presented the foundations of the study. It reviewed some related research findings, outlined the theoretical framework, identified the research gap, and described the conceptual framework that guided this research.

A. Some Related Research Findings

The study conducted by (Putra et al., 2024), highlights the experiences of Kampus Mengajar (KM) participants who were able to adapt to the elementary school environment through the application of the apperception concept as part of the Merdeka Curriculum. In this context, students demonstrated reflective and adaptive abilities in navigating classroom dynamics, including challenges such as limited facilities and diverse student characteristics. Despite facing numerous obstacles such as a lack of direct teaching experience and technical challenges in delivering material they successfully built synergy with mentor teachers and utilized technology to create a more interactive learning atmosphere.

In another study conducted by Syaputri (2021), it was found that students participating in the Kampus Mengajar (KM) Program at SMP Negeri 24 Kota Jambi, tended to experience increased creativity through direct field practice. They actively assisted teachers in program implementation, created engaging learning activities, and demonstrated high enthusiasm for participation n. The supporting factors for their involvement included intrinsic motivation, solidarity among students, and commitment to the program. However, they also faced obstacles such as limited facilities, lack of communication, and an unconducive

work environment. These findings indicate that students' experiences are significantly influenced by the conditions of the schools where they are assigned.

Another relevant study by (Setiawan and Sukamto, 2021), revealed that pioneer participants of the Kampus Mengajar (KM) Program experienced significant changes in their approaches to literacy and numeracy learning at SDN Sambakati 1 Sumenep. Through a narrative method, the study explored the experiences of two students in designing and implementing innovative learning activities, despite limited facilities and resources. The students demonstrated creativity in developing teaching materials that matched students' needs and the local context. Additionally, they actively collaborated with mentor teachers and the local community to create a supportive learning environment. These findings highlight the importance of flexibility and adaptation in the program's implementation, as well as the role of students as agents of change in education, aligning with the principles of Merdeka Belajar.

In a slightly different context, the findings of (Yasip et al., 2024) focused on the effectiveness of the Kampus Mengajar (KM) Program in preparing students to become future teachers. Using a descriptive qualitative approach, the study identified five indicators of program effectiveness: program understanding, target accuracy, timeliness, achievement of objectives, and tangible changes. The results showed that students had a good understanding of the program, it was well-targeted by involving education majors, executed on time, met its objectives effectively, and brought about tangible improvements in students' readiness to become future teachers. These findings emphasize the importance of deep

program understanding and the alignment between participants and program objectives to achieve optimal effectiveness.

B. Theoretical Framework

1. Reflection

The reflection theory by Donald Schön (1983), states that reflection-in-action and reflection-on-action are crucial for professional development. This reflection process helps students evaluate and improve their teaching practices after engaging in real-life experiences in the field. Reflection allows students to assess their teaching experiences in schools with different conditions (such as limited or complete facilities), as they will likely have varying experiences in terms of lesson implementation. Through reflecting on these experiences, students can identify their strengths and weaknesses as future teachers, as well as discover more effective ways to overcome the challenges they face.

2. Constructivism

In the Kampus Mengajar (KM) Program, students develop their teaching knowledge and skills through direct experience in schools. This aligns with the Constructivist theory developed by Lev Vygotsky (1978), which emphasizes that learning is an active process where individuals build knowledge through their experiences and interactions with their social environment. In constructivist learning, students (or in this case, university students) do not simply receive information; they interact with and construct knowledge through direct experience. In the context of different schools, this can influence how students build their understanding of education and classroom management. Students

apply the theories they have learned in university, adjusting them to field contexts, while also learning to adapt their approaches to meet the needs of students and the specific conditions of the school.

3. Resilience

Resilience is the ability of an individual to face difficulties and adapt to the challenges they encounter, as defined by Norman Garmezy (1991). In the context of education, resilience refers to the ability of students (in this case, university students) to remain effective in teaching despite facing challenges such as limited facilities or students with special needs. Therefore, students who teach in schools with limited resources or high socioeconomic challenges may need to develop resilience in order to continually adapt to the existing conditions. By applying the resilience theory, researchers can explore how students confront and overcome the challenges they face in these schools. For example, how they manage stress, seek creative solutions, and remain committed to delivering quality education despite significant obstacles.

4. Social Learning Theory

Social Learning Theory is used to explain how students in the Kampus Mengajar (KM) Program learn from their social experiences by observing and interacting with mentor teachers and students at school. In line with this, Albert Bandura's (1977), theory posits that learning occurs through observation, imitation, and modeling in social interactions. Therefore, the results of students' observations by watching the behavior of teachers, students, and their peers are then adapted into their own teaching practices. This experience is highly

influenced by the sociocultural context of different schools, and the way students' approach and adapt to these social influences can vary greatly depending on the school's conditions.

C. Research Gap and Conceptual Framework

To support the objectives of this study, several pertinent ideas are reviewed. These ideas provide the theoretical and conceptual foundations needed to understand the teaching experiences of Kampus Mengajar (KM) participants from the English Education Program at Universitas Muhammadiyah Parepare (UMPAR). This section discusses the key concepts related to Reflection, Constructivism, Resilience, and Social Learning. Each of these concepts serves to frame the analysis of how participants' teaching experiences are shaped by diverse school environments and contextual challenges during the Kampus Mengajar (KM) program.

a. Research Gap

Many studies have been conducted regarding the Kampus Mengajar (KM) Program, but most of them focus on the general experiences of participants, such as the research conducted by Syaputri (2021), which describes the experiences of students in a single school or in a specific context. However, these studies do not compare experiences in schools with significantly different conditions, specifically, urban versus rural schools. Rural schools, often located in remote areas, face many limitations, including a lack of facilities to support the teaching and learning process. A similar issue was observed in the research by Pratama

(2024), which also focuses on the experiences of Kampus Mengajar (KM) participants, but the program is designed to produce competent teachers.

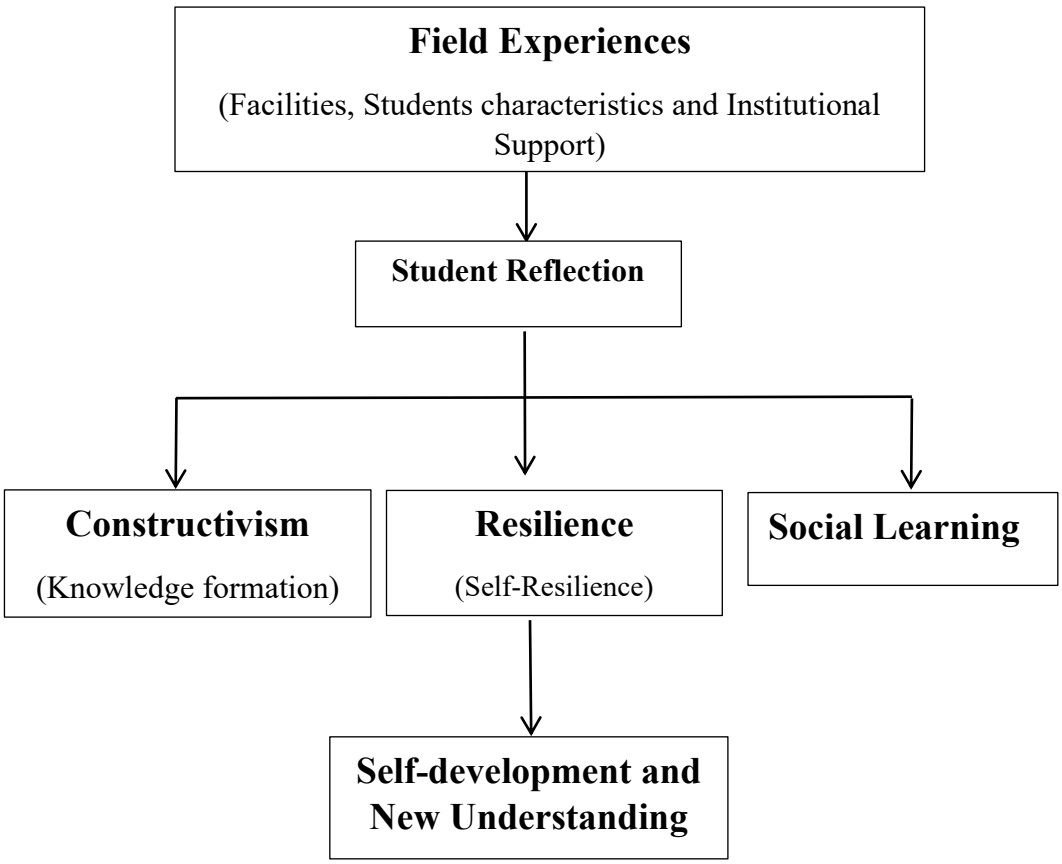
Both studies do not fully explore how the differing school environments affect participants' readiness, and although the students are understood to be involved in teaching activities, no clear comparison is made regarding how effectively the theories taught in university can be applied in the field. Students are often faced with highly varied conditions depending on the school they are assigned to.

Thus, this research aims to fill that gap by studying the participants of the Kampus Mengajar (KM) Program from Universitas Muhammadiyah Parepare (UMPAR), batch 6. This study will explore the participants' reflections on their teaching experiences at the educational institutions where they are placed, with a primary focus on comparing their experiences at different schools and highlighting how external factors (such as facilities, resources, and student characteristics) affect the teaching experiences of the students in the Kampus Mengajar (KM) Program.

b. Conceptual Framework

In the research titled "Exploring Participants Reflection on Teaching Experiences Through the Kampus Mengajar (KM) Program", participants' reflections are understood as the outcome of the interaction between theory and field experience. Field experiences are shaped by the unique characteristics of each school environment including physical facilities, students’ diversity and institutional support. So, the process of Constructivism influences reflection,

where students build their understanding based on real-life experiences in schools. Resilience plays a crucial role in helping students overcome challenges in the field, while Social Learning enhances reflection through interaction with the school environment. Therefore, teaching experiences in the school serve as the primary foundation that triggers critical reflections in students, leading to new understanding. The following diagram illustrates this conceptual framework:



CHAPTER III

RESEARCH METHOD

This chapter outlines how the researcher conducted this study to answer the research questions as presented in Chapter One. This chapter is organized into the following subheadings: Research Design, Research Location and Participants, Data Collection Procedure, and Data Analysis Techniques.

A. Research design

This study used a qualitative approach with a case study method. The paradigm employed was constructivist-interpretive, which emphasized the subjective experiences of Kampus Mengajar (KM) participants in various school contexts. The case study design was chosen to provide an in-depth understanding of how environmental factors influenced these experiences.

As Stake (1995) emphasized, a case study focuses on understanding the complexity and uniqueness of a phenomenon by examining it in real life context, highlighting the depth and richness of participants' experiences rather than number of cases. Through this design, the study examined participants' teaching experiences by focusing on their challenges, adaptation strategies, and reflections. The case study also allowed the researcher to explore how school conditions, such as facilities, student characteristics, and institutional support, shaped the participants' overall teaching experiences.

B. Research site

This research is conducted at Universitas Muhammadiyah Parepare (UMPAR), a university located in the city of Parepare, South Sulawesi Province. UMPAR is one of the universities actively participating in the Kampus Mengajar Program, which is initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as part of the Merdeka Belajar policy. The students from UMPAR who are studying in this research are from the Kampus Mengajar Batch 6, placed in various elementary and secondary schools, both in urban areas and remote regions of South Sulawesi.

This reflects the diversity of educational contexts, ranging from schools with adequate facilities to those facing resource limitations. The varied placement contexts serve as an important backdrop in exploring how teaching experiences influence students' reflections, social learning, knowledge construction, and resilience as they carry out their roles as educators in the schools where they are assigned. This study involves eight (8) students from English Language Education Program at Universitas Muhammadiyah Parepare (UMPAR).

C. Research participant

The participants in this study are students from the English Language Education Program at Universitas Muhammadiyah Parepare (UMPAR) Batch 6, who have participated in the Kampus Mengajar (KM) Program. This study involves eight (8) students from English Language Education Program at Universitas Muhammadiyah Parepare (UMPAR).

This number was chosen because all eight (8) English Education student from UMPAR who joined the Kampus Mengajar Batch 6 are included in the study. Therefore, the participants represent the entire population of English Education student from UMPAR involved in that batch. This comprehensive inclusion allows the researcher to explore each participants' experience in depth and to understand how different school contexts influence their reflections and teaching practices.

This batch was selected because they have recently completed their assignments in schools, making their experiences fresh and relevant for reflection. Additionally, this cohort participated in the program with a version that was more stable and refined compared to previous cohorts, following various policy improvements made by the government (Rahmawati and Yuliana, 2020).

The number of participants was deliberately limited to ensure an in-depth and comprehensive exploration of their individual experience. As stated by Stake (1995) emphasized, in a case study approach, the focus was on depth and richness of data rather than the quality of participants, in order to capture the complexity of participants reflections.

D. Procedure of Collecting Data

1. Interview

Interviews are a key data collection technique that involves verbal communication between the researcher and the participants (Fox et.al. 1998). In this study, interviews are used as a data collection method to explore the experiences of Kampus Mengajar (KM) participants. Semi-structured interviews

will be employed to understand their reflections on teaching experiences, the challenges they faced, and the impact of the program on their personal development. The interview questions will cover topics such as teaching challenges and the influence of the school context on their experiences. The interviews will be recorded (with participants' consent) to ensure data accuracy, and the collected data will be analyzed using thematic analysis.

2. Documentation

To obtain additional information, documentation data were collected in the form of activity reports, reflection notes, and assignments completed by participants during the program. This documentation provided further insight into how participants described their experiences, the challenges they faced, and the strategies they used in the teaching process. By analyzing these documents, allow the researcher to gain a deeper understanding of the participants' perceptions of the program and its impact on their teaching skills development.

E. Technique of Data Analysis

The data generated from this study were analyzed using the thematic analysis method. According to Braun & Clarke (2006) in Heriyanto (2018), Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within data. In relation to this study, this method was used to identify patterns in participants' reflections. It was combined with cross-case analysis (Yin, 2018) to compare the reflection patterns of participants in different school conditions. The steps of the analysis include:

a. Transcription and Data Familiarization

All interview recordings were transcribed verbatim to maintain the authenticity of participants' voices. The researcher was read the transcripts several times to become deeply familiar with the connection. This step helped in identifying initial patterns and understanding the overall data landscape.

b. Initial coding

Using open coding, the researcher broke down the data into smaller meaningful units Strauss & Corbin (1998). Each relevant segment will be labeled with codes that capture its essence. This process is inductive, meaning the codes are derived directly from the data rather than predetermined.

c. Identification and Grouping of Themes

Then initial codes were then grouped into broader categories based on similarities and recurring ideas. These categories form the foundation for emerging themes that represent participants' experiences and reflection.

d. Interpretation and Narrative Construction

The researcher interpreted the findings in light of relevant educational theories. A narrative was constructed to describe participants' reflections and adaptation strategies. Quotes from participants were included to support and illustrate the themes.

e. Data Validation and Credibility

Participants were invited to review the interpretations of their interview data to ensure that the findings accurately represent their experiences. This step was important to enhance the credibility and trustworthiness of the research.

F. Research Validity

To ensure accuracy in this qualitative research, the researcher refers to the four criteria proposed by Lincoln and Guba (1985): Credibility, Transferability, Dependability, and Confirmability. These four criteria were used as benchmarks to guarantee the accuracy and validity of the data obtained from the experiences of students from Universitas Muhammadiyah Parepare (UMPAR) in the Kampus Mengajar (KM) program. In a case study approach, validity was crucial aspect to ensure that the research findings genuinely represent the realities experienced by the participants.

a. Credibility

Credibility is achieved by ensuring that the data collected truly reflects the participants' authentic experiences. To achieve this, the researcher conducts data triangulation through interviews, written reflections, and field notes (Patton, 2002). Additionally, member checking is performed by asking participants to review the interview results to ensure the interpretation aligns with what they intended (Lincoln & Guba, 1985). These steps are taken to avoid misunderstandings and to ensure that the data analyzed is authentic and trustworthy.

b. Transferability

Next, to support Transferability, the researcher provides a rich description of the participants' background, the school conditions, and the social environment where the students teach. This rich description, known as thick description, allows the reader to assess whether the research findings can be applied to other contexts

(Merriam, 2009). Therefore, despite the contextual nature of this study, readers from different environments can still draw relevant meaning from the findings presented.

c. Dependability

Then, Dependability is maintained by ensuring that the research process is consistent and traceable. The researcher documents the entire research process systematically, from planning and data collection to data analysis. Moreover, the researcher engages in discussions with the supervising faculty members as a form of peer review to avoid errors in the interpretation process (Shenton, 2004). This is essential so that the study can be replicated or reevaluated by other researchers in a similar manner.

d. Confirmability

Lastly, Confirmability focuses on efforts to maintain objectivity in the research findings. The researcher ensures that the data interpretation is not influenced by personal biases but is based on empirical evidence obtained from participants. To support this, the researcher uses a reflective journal and includes direct quotes from participants in presenting the findings (Cresswell & Poth, 2018). Additionally, all data is carefully stored as part of the research documentation, ensuring that it can be reviewed if necessary. With these measures in place, it is hoped that the research results will genuinely reflect the realities on the ground in an honest and responsible manner.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings obtained from the interviews with the participants. The findings are then analyzed and discussed with reference to the research objectives and theoretical studies that have been presented in the previous chapter.

A. Findings

This study involved eight (8) students of the English Education Study Program from Universitas Muhammadiyah Parepare (UMPAR) who had participated in the Teaching Campus Program (KM) batch 6, all participants were placed in various elementary and junior high schools, mostly in rural areas. They served for more than three months with various field conditions and different challenges.

Each participant was given an identity code (e.g. P1, P2, P3, etc.) to maintain confidentiality and research ethics. The information obtained and collected through interviews reflected the diversity of school conditions, students' learning styles, as well as their personal approaches and reflections from each participant.

Analysis was conducted using a thematic approach as in Braun and Clarke (2006), which is used to organize and interpret the meaning of qualitative data in depth. This approach allowed the researcher to identify key themes that emerged from participants' experiences, by analyzing the interrelationships between quotes, context, and personal reflections.

1. **Interview Result**

Based on the analysis of interview data from eight participants, two major themes emerged that represent their English teaching experiences through the Kampus Mengajar (KM) program. These themes are: (1) the influence of school facilities on teaching experience, and (2) adaptation strategies in challenging School context.

These two themes illustrate how the conditions of the school environment impacted differently on the way participants carried out their teaching duties, the challenges they faced and the efforts they made to adjust to the situation in the field. In the following sections, each theme will be described in detail, with direct quotes from participants to strengthen the narrative of the findings.

a. The influence of the school environment on teaching experiences

The condition of school facilities is an important aspect that influences participants' experience in teaching English. Most participants reflected the view that the limitations and existence of certain facilities have an impact on the teaching and learning process they carry out, the facilities in question include classrooms, libraries, and learning media.

1) Facilities influence the teaching process

> *"... Sangat mempengaruhi karna juga disana tuh ee... kurikulum Bahasa Inggrisnya tuh masi belum ada ya..., dan juga ee... saya sebagai si mahasiswa mengajar e... Bahasa inggris itu cukup kesusahan karna basic mereka belajar Bahasa inggris itu sama sekali tidak ada ...* (P1_HA/4 Juni 2025)

*… iya… **(Karna? Kenapa ruang kelasnya yang mendukung?)** iya.. e…ruang kelasnya agak mendukung dan siswanya juga agak apadih? Eh… agak.. inie… e… semangatki kalau mauki belajar Bahasa inggris…* (P2_NA/4 Juni 2025)

… Iya. Sangat memengaruhi. Fasilitas yang terbatas membuat saya harus lebih kreatif dalam menyampaikan materi … (P3_W/4 Juni 2025)

… Tentunya .. karna kan kalau misalnya mengajarki itu .. lebih bagus lagi kalau ada .. ada media yang disediakan toh. Kaya Lcd kemarin saya pake untuk mengajar, papan tulisnya, print juga karna ada beberapa materi yang saya.. bikinkan lkpd di dalamnya.e .. buku cetak disana itu sudah cukup bagus tapi untuk .. untuk buku-buku Bahasa inggris itu yang … Untuk buku-buku Bahasa inggris itu yang buku belum lengkap … (P4_RI/4 Juni 2025)

… Mempengaruhi karna .. ee medii ee.. kebanyakan media pembelajaran itu yang tersedia di perpustakaan itu merupakan .. media pembelajaran Bahasa inggris, jadi setelah kami ee .. bersihkan semua dan memperbaiki fasilitias diperpustakaan itu, media pembelajaran yang berkenan dengan Bahasa inggris itu kami semuanya ambil dan gunakan dalam proses belajar mengajar … (P7_NI/15 Juni 2025)

The interview results showed that five out of eight participants considered school facilities to have a significant influence on their process in teaching English. For the participants, facilities include not only the availability of physical facilities such as classrooms and libraries, but also curriculum support and adequate learning media. Each participant gave views that reflected their experiences in their respective schools but generally emphasized the role of facilities in determining the smoothness and effectiveness of learning.

P1 described the condition of the school which is relatively lacking in facilities. P1 emphasized that the absence of an English curriculum and the absence of a library were the main obstacles. The school in question is small, has only six classrooms, and minimal learning resources. This right makes P1 must start the learning process from the most basic stage, considering that students have absolutely no prior knowledge of English lessons. This condition is considered to have a significant effect on the learning process because it limits the availability of materials and media needed to teach English effectively.

Meanwhile, P2 stated that the facilities P2 encountered tended to support the learning process. P2 highlighted the conducive classroom as a positive factor, plus the students' motivation to learn is quite high, but P2 also acknowledged the weakness in the library facilities which are not well maintained so that the students are not able to learn effectively. Compared to P1, P2 is in a relatively better condition, but both agree that facilities play an important role in learning.

P3 highlighted that the limited facilities encouraged her to develop creativity in teaching. Although the condition of classrooms and some school facilities are

quite good, not all classes have projectors, and the availability of English textbooks is incomplete. This condition forced her to look for alternative media and methods of delivering the material.

P4 underlines that facilities play an important role when learning media can be used directly in the teaching process. P4 gave an example of the use of LCD, whiteboard, and printer to make LKPD. Although there is a classroom that is less organized and a library that has not been organized, the availability of learning media that is quite complete allows him to deliver the material more effectively. This finding shows that the presence of media can compensate for weaknesses in the aspect of neatness or spatial arrangement.

P7 gave a different perspective, in which most English learning media are available at school but are not used, because they are stored in the library which has not been used for a long time. The media is in a messy condition so it cannot be utilized immediately. P7 together with the team took the initiative to clean and reorganize the library before using the learning media in teaching activities. This experience confirms that the availability of facilities is not enough; accessibility and conditions of use also determine the usefulness of the facilities.

In general, all five participants agreed that school facilities affect the English teaching process, although the conditions they face vary. The similarity of views can be seen in the assumption that facilities facilitate the delivery of material and support the creation of a more conducive learning atmosphere. The difference lies in the level of availability and usefulness of the facilities: P1 faces extreme

limitations, P2 and P3 have adequate facilities but with certain shortcomings, while P4 and P7 have complete media but require organization before optimal use.

From the excerpts above, it appears that the participants felt directly the impact of the condition of the school facilities on their learning process. P3 indicated that the limited facilities encouraged her to think more creatively in delivering the material. P3 does not rely on teaching aids that are not available but rather looks for ways to make the material understandable to the rest with simple methods.

P4 shows the opposite, namely how the available facilities such as LCD, writing paper, and print are actually very helpful in the learning process, P4 uses the existing facilities to create additional teaching materials such as LKPD, even though P4 also adds a note that the language package book is not available.

Meanwhile, P7 showed how participants not only used the available facilities but also took the initiative to improve and optimize facilities that were previously neglected. P7 stated that together with her team they cleaned the library so that English learning media could be utilized in teaching activities.

Overall, these three quotes show that school facilities do affect the teaching and learning process. However, participants also demonstrated the ability to adapt, take initiative and be creative in dealing with less-than-ideal conditions. At the same time, it provides knowledge that limitations are not a barrier but rather encourage them to maximize their potential.

2) Facilities have no effect on the teaching process

> *... mempengaruhi?? Tidak tidakk, ee.. kita memamfaatkan apa yang ada disekolah kemudian bagaimana memperbaikinya lagi pada saat itu ...* (P5_MI/ 5 Juli 2025)
>
> *... e .. kalau dalam proses mengajar .. belajar mengajar itu sendiri sebenarnya tidak terlalu berpengaruh ...* (P6_A/ 7 Juli 2025)
>
> *... kalooo saya .. tidak terlalu sih nda terlalu memengaruhi, yang cukup memengaruhi itu cuman papan tulisji, tapi kalo misalnya dalam bentuk ee apa namanya, fasilitasnya siswa seperti kursi atau meja siswa tidak terrr tidak terlaluji di saya, tapi tentunya berpengaruh sama kenyamanannya siswa ...* (P8_AR/ 15 Juli 2025)

In addition to participants who considered school facilities to influence the English teaching process, there were also 3 participants who stated otherwise. According to them, the limitations or availability of facilities do not really determine the course of learning. P5 emphasized that facilities are not the main factor in determining teaching success. P5 emphasized that what is more important is how a teacher can utilize the existing facilities and make improvements if needed. In line with this, P6 also stated that facilities do not really affect the teaching process.

P8 was slightly different, giving a more specific explanation of the types of facilities that were considered influential and those that were not. P8 considers that facilities such as blackboards still play an important role in the teaching

process, while chairs and tables have no effect on teaching, but have an influence on student comfort.

b) Adaptation strategies used by participants in facing school challenges

Each Teaching Campus participant is faced with a different school situation, with challenges that cannot always be predicted. These challenges do not only come from limited facilities, but also include student characteristics, support from the school, and social conditions that affect the teaching and learning process. In the face of these conditions, the participants not only survived, but also developed adaptation strategies so that English language learning could still run effectively.

The adaptation strategies that emerged varied, ranging from adjustments to learning methods, the use of alternative media, more fun approaches for students, to personal initiatives such as filling empty classes or building more open communication with teachers and students. The participants' reflections show that the ability to adapt is crucial to their success in carrying out their role as teachers in the contextual center.

The following statements from some of the participants show their adaptation strategies in facing challenges in their respective schools:

> *... e… seperti yang saya bilang tadi, ee.. karna basic mereka belajar Bahasa inggris itu tidak ada, dan juga fun factnya tidak ada juga guru Bahasa inggris. Jadi saya selama belajar mengajar disana itu mulai dari nol untuk setiap kelas ...* (P1_HA/4 Juli 2025)

> *... emm ... Ya.. tantangan yang saya hadapi di sekolah itu sangat buanyakk, e… seperti kepala sekolahnya itu ya.. dukung-dukung me.. untuk*

melakukan program kerja kami, tetapi tidak ada dukungan dana, jadi kami menggunakan e.. dana pribadi kami sendiri dan untungnya! Ada BLT sehingga kami bisa menggunakan Sebagian BLT tersebut untuk e.. di program kerja di sekolah tersebut ... (P1_HA/4 Juli 2025)

... Eeh…. Tantangannya yaitu siswa Ketika masukka mengajar to'mereka agak sebelumnya, agak mereka agak main-main. Eh.. jadi cara saya mengatasinya untuk membuat siswa jadi lebih focus untuk saya menciptakan suasana belajar yang menarik misalanya belajar sambil diselingi dengan games atau ice ber.. ice breaking ... **(P2_NA/ 4 Juli 2025)**

... Eee untuk metode pembelajaran dalam kebutuhannya mereka itu kami .. ee mereka kan nda pernah sebelumnyaa nda pernah menerima Pelajaran Bahasa inggris, makanya saat kita mengajar Bahasa inggris itu, kita memakai ee materi pembelajaran yang basic dulu untuk mereka dapatkan. Dan ee merekk.. alhamdulillahnya mereka semangat dalam belajar dengan materi yang kami sampaikan … begitu ... **(P7_NI/ 15 Juli 2025*)***

... terus bagaimana caraku adaptasi, tentunya kalo beradaptasi itu ee perr pelan-pelan, pertama-tamaa, pertama-tama itu ee apa Namanya? ... supaya siswa itu mau dengarki, ssupaya siswa mau dengarki mengajar ee mau duduk diam, pertama itu kita apa Namanya?, dekati siswa secara emosional begitu, dekati siswaaa, ee supaya Nyaman ii bicara sama kita, begitu bentuk adaptasiku yang pertama kulakukan ke siswa. Pendekatann, pendekatan secara emosional dulu. Trus kalo misalnya ee kalo misalnya sudahmiii sudahmi apa Namanya?, dekati secara emosional begitu adami siswa yang

terbuka, memang beberapa masihh .. apa Namanya bisa dibilng tidak terlalu suka sama kehadiranta karna rutin ii pembelajarannya semenjak adaki, tapi .. tapi tetapki berusaha untuk apa Namanya, ee lengkapi semua itu, tetapki mengajar, tetapki berusha untukk dekati siswa. Begituji ... **(P8_AR/ 15 Juli 2025)**

The adaptation strategies adopted by the participants show that they not only accept the school conditions as they are, but also actively respond to various challenges with concrete actions. The challenges faced are very diverse, ranging from the absence of English teachers, the low basic ability of students, limited funds, to the lack of student attention to learning.

P1 faced a condition where students had no basic English and there was no English teacher at the school. P1 dealt with this by starting to learn from scratch, so that the material could be adjusted to the students' level of understanding. In addition, although the principal provided moral support, there was no financial assistance for the implementation of the program. This encouraged participants to use personal funds as a form of responsibility for the program and the continuity of teaching and learning activities.

P2 faces students who are less focused and tend to play during learning. To deal with this, P2 creates an interesting learning atmosphere through games and ice breaking. This approach not only helps to increase student attention but also improves the overall classroom atmosphere to make the learning process more effective.

P7 also experienced a similar condition to P1. Where students have never had English lessons before. Therefore, the strategy used is to provide basic material that is easy to understand so that students do not feel difficult or left behind.

Meanwhile, P8 faced two challenges at once, namely the inadequate condition of the library and students who were difficult to direct at the beginning of the program. To overcome this, P8 and his team revamped the library to make it a comfortable activity space that supports learning. On the other hand, P8 took an emotional approach to students as a social adaptation strategy, with the aim of building closeness and increasing student involvement in learning activities.

From the above quotations, it can be seen that the Teaching Campus (KM) participants showed high adaptability in dealing with the challenging school context. P1, P2, P7 and P8 not only adapted their teaching methods, but also showed initiative in improving the learning environment, building relationships with students, and making personal sacrifices for the sake of the program. This shows that the success of the program depends not only on the school conditions, but also on the attitudes and strategies of the participants in dealing with the realities.

B. DISCUSSION

This discussion section outlines the research findings in relation to the research focus that has been formulated previously. The discussion is directed at explaining how the teaching experiences of Teaching Campus participants are shaped by the school context, as well as how they face various challenges and

adapt to existing conditions. Thus, this section not only presents the data as it is but also interprets it to provide a deeper understanding of the participants' experiences during the Teaching Campus program.

1. Theme: The Teaching experiences of kampus Mengajar participants are influenced by the school context.

The findings of this study revealed that the availability and condition of school facilities strongly influenced participants' experiences in teaching English. A number of participants reflected that the absence of an English curriculum, limited textbooks, and an unorganized library created significant challenges for them in preparing and delivering lessons. The lack of facilities meant that students had very little exposure to English, forcing participants to start their teaching from the most basic level. As P1 stated:

> *.. ee .. karna basic mereka belajar Bahasa inggris itu tidak ada, dan juga fun factnya tidak ada juga guru Bahasa inggris. Jadi saya selama belajar mengajar disana itu mulai dari nol untuk setiap kelas …* **(P1_HA/4 Juli 2025)**

This reflection illustrated that participants perceived the absence of structured facilities and resources not merely as logistical issues, but as obstacles that directly affected the starting point and pace of their teaching. The lack of foundational support limited what participants could expect from students and placed additional responsibility on them to design lessons almost entirely from scratch.

Despite these challenges, the study also found that some participants demonstrated initiative in transforming the existing learning environment. For instance, P7 explained that although English learning media were available in the school library, they had been neglected for a long time until she and her peers took the initiative to clean and reorganize the space. P7 reflected:

> *.. kebanyakan media pembelajaran itu yang tersedia di perpustakaan itu merupakan .. media pembelajaran Bahasa inggris, jadi setelah kami ee .. bersihkan semua dan memperbaiki fasilitias diperpustakaan itu, media pembelajaran yang berkenan dengan Bahasa inggris itu kami semuanya ambil dan gunakan dalam proses belajar mengajar ...* **(P7_NI/15 Juli 2025)**

This statement highlighted that participants were not only passive recipients of the school context but also active agents who sought to improve their environment. The initiative to reorganize the library illustrated creativity, collaboration, and responsibility, showing that participants did not allow limited facilities to restrict them, but instead found ways to make the available resources functional for their teaching.

Overall, these reflections suggested a common pattern in which participants either struggled with the lack of facilities or found ways to creatively transform available resources into effective teaching tools. Vygotsky's (1978) constructivist perspective provided a useful lens to interpret these experiences, as it emphasized that learning is mediated by cultural tools and resources. In the absence of such tools, participants were compelled to rely on improvisation and creativity as

alternative mediational tools to support learning. Similarly, Bandura's (1977) social learning theory could be seen in the way participants collaborated with teachers and peers to reorganize the library before using the learning media, showing that social interaction and shared effort played an essential role in shaping their teaching strategies.

These findings were consistent with previous research. Syaputri (2021) reported that participants of the Kampus Mengajar program in Jambi faced limited facilities, which challenged them to develop creative approaches in designing learning activities. Likewise, Setiawan and Sukamto (2021) found that in rural schools, participants created innovative teaching practices despite minimal resources. The findings of the present study paralleled these earlier results, particularly in showing that participants developed creative adaptations when facilities were inadequate. However, this research contributed a new perspective by highlighting that participants not only adapted to the limitations but also actively reorganized and transformed neglected facilities into functional learning resources. This revealed a higher level of agency that went beyond simple adjustment to circumstances.

Viewed through Garmezy's (1991) resilience theory, the experiences of participants demonstrated that facility limitations were not perceived as fixed barriers but rather as opportunities to build persistence and problem-solving abilities. Their reflections also illustrated Schön's (1983) concept of reflection-in-action, as participants continuously evaluated the conditions around them and made immediate adjustments, whether by simplifying materials, creating simple

learning media, or reorganizing the school environment. This dynamic process of reflection and adaptation showed that participants' ability to act responsively was a central factor in sustaining the teaching process.

Therefore, triangulating participants' reflections, relevant theoretical frameworks, and previous studies indicated that school facilities significantly shaped participants' teaching experiences, but they were not the sole determinant of success. Facilities functioned as mediational tools that could either support or hinder the teaching process, yet when they were limited or unavailable, participants' creativity, reflective practices, and resilience became the key elements that ensured the continuity of English teaching and learning.

2. Theme 2: Adaptation strategies in facing challenges

The findings of this study showed that participants employed various adaptation strategies to address the challenges they encountered while teaching English. Most participants reflected that limited resources, lack of student background knowledge, and difficulties in classroom management forced them to make adjustments in their teaching practices. Instead of relying on standard lesson plans, they adapted by simplifying materials, modifying teaching methods, and creating learning media that matched students' basic level of understanding. For example, P3 explained:

> … *Iya.. sangat memengaruhi saya menyesuaikan cara mengajar dengan menggunakan pendekatan yang lebih interaktif dan berbasis, berbasis permainan (itu tadi yang kita bilang games sebelumnya di') Iyaa*

agar mereka lebih mudah memahami dan tidak merasa bosan begitu…

(P3_W/4 Juli 2025)

This reflection illustrated that participants understood the need to adjust their strategies based on the students' learning capacity. Simplifying lessons and designing small learning tools such as flashcards demonstrated not only creativity but also responsiveness to the learning context. It showed that participants engaged in a process of reflection-in-action, where they immediately evaluated the effectiveness of their teaching and modified it to meet the needs of their students.

Based on the interview data, the adaptation strategies employed by participants can be categorized into three main groups: pedagogical strategies, managerial strategies, and social strategies.

a. Pedagogical Strategies

Pedagogical strategies refer to the approaches teachers use to support student learning. In this study, participants adjusted their teaching methods based on the students' readiness and school context. P1 and P7 focused on teaching basic vocabulary since their students had no prior knowledge of English, while P2 and P3 used games and ice-breaking activities to maintain attention and motivation. These strategies reflect the principle of differentiated instruction and adapting teaching to diverse student needs. They also show elements of constructivism (Vygotsky, 1978), as participants built learning experiences through direct interaction and contextual adjustment.

Moreover, some participants created simple learning media, such as flashcards and worksheets, to make lessons more engaging and accessible. The use of interactive activities and spontaneous adjustments demonstrated Schön's (1983) concept of reflection-in-action, where teachers respond in real time to classroom dynamics. Overall, these pedagogical strategies illustrate that despite limited facilities and students' lack of prior English exposure, participants relied on creativity and reflection to create student-centered learning environments that enhanced both teaching effectiveness and student engagement

b. Managerial Strategies

Some participants relied on resource management to ensure the continuity of learning. P1 reported that the absence of financial support from the school led them to use personal funds to carry out their programs. Meanwhile, P4 and P7 reorganized the library and prepared teaching media independently, showing their ability to manage limited resources. These efforts demonstrate resilience as described by Garmezy (1991), emphasizing persistence and adaptability when facing challenging environments.

c. Social Strategies

Other participants emphasized building relationships as part of their adaptation. P8 adopted an emotional approach to make students comfortable and engaged in class. In addition, collaboration with peers and the school community, such as working together to clean and reorganize the library, also highlighted the collective nature of adaptation. These social strategies align with Bandura's

(1977) social learning theory, which underscores the role of observation, interaction, and collaboration in shaping effective practices.

In summary, the adaptation strategies of Kampus Mengajar participants illustrate that teaching effectiveness is not only influenced by instructional methods, but also by the ability to manage resources and build relationships. Adaptation is therefore a multidimensional process, combining pedagogical creativity, managerial responsibility, and social collaboration. These findings confirm Schön's (1983) notion that teachers must reflect and adjust in action, while also extending Garmezy's (1991) view of resilience by showing that persistence can be both individual and collective.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and recommendations derived from the findings discussed in the previous chapter. The conclusions are drawn to address the research questions that guided this study, while the recommendations are provided as both practical and theoretical inputs for related parties, including the university, future Kampus Mengajar participants, and future Kampus Mengajar participants, and future researchers.

A. Conclusion

This study found that the teaching experiences of Kampus Mengajar Batch 6 participants were directly influenced by the school contexts in which they were placed. Limited facilities, such as non-functioning libraries, incomplete learning media, and the absence of English teachers, posed significant challenges. However, these limitations did not entirely hinder the learning process. Instead, participants were able to make use of the available resources, repair and reorganize school facilities such as libraries, and creatively employ simple teaching media. This shows that the school context, despite its limitations, became a space that encouraged creativity, reflection, and the development of new teaching strategies.

In addition to facilities, participants also faced challenges such as students' lack of readiness to learn English and the limited financial support from schools. To address these issues, they adopted various adaptation strategies, including creating more engaging learning environments through games and ice-breaking activities teaching English from the very basics, improving the learning

environment, and even using personal funds to support teaching activities. These strategies reflect the practice of reflection-in-action as described by Schon (1983), and also demonstrate resilience as explained by Garmezy (1991). Furthermore, adaptation was not only carried out individually but also collectively, through collaboration with peers and the school community.

Overall, this study highlights that the teaching experiences of Kampus Mengajar participants were strongly shaped by the school context. Despite facing multiple limitations, they were able to demonstrate reflection, resilience, and collaboration, allowing, allowing them to make meaningful contributions to English teaching in under-resourced schools.

B. Suggestion

Based on the findings of this study, several recommendations can be proposed. For universities, it is important to provide more comprehensive preparation before education students are placed in schools. Such preparation should include strategies for teaching in schools with limited facilities, approaches to working with students who are yet familiar with learning English, and the developments of adaptive skills for working in new environments. In addition, universities are encouraged to strengthen collaboration with partner schools so that students receive more optimal support, both in terms of facilities and guidance from the school staff.

For education students, thorough preparation is a key factor for success when carrying out teaching practice in schools. Students are expected to prepare their teaching materials carefully and develop creativity and resilience in facing

diverse school conditions. Reflective skills are also necessary so that they can learn from their experiences and improv their teaching strategies. Moreover, building good communication with students, teachers, and school staff, as well as collaborating with peers, will contribute to more affective adaptation during the teaching process.

For future researchers, this study has limitations as it only focused on English Education students placed in specific schools. Therefore, it is recommended that future studies expand the scope by involving students from other study programs, different batches, or schools with more diverse facilities. In doing so, future research can provide a more comprehensive understanding of how school context influences the teaching experiences of education students.

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