

UNISMA ENGLISH PRE-SERVICE TEACHERS JOINING KAMPUS MENGAJAR: PROBLEMS AND SOLUTIONS

Aini Haniah Ristafari

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: *This article aims at knowing the pre-service teachers' problems and solutions in teaching English at the Elementary School during KM batch 3. The design of this study was descriptive qualitative. Purposive sampling was used to select the three EFL Unisma students as participants. The data were gathered through semi-structured interviews. The research revealed some problems include: 1) Difficult in designing lesson plan. Searching for references on the internet and discussing with fellow pre-service teachers are the solutions. 2) Implementing teaching strategy challenges. Implementing teaching strategies that utilize students activities, working with experienced teachers, self-reliance, and talking to students to understand their personalities as the solutions. 3) Difficult in developing instructional materials. The solutions are to use songs, acquire and create reference materials from books and the internet, and make the material easy to understand. 4) When teaching media are used, the class becomes less conducive and the media options are limited. Be patient, give students advice, and use the media that is available as the solution. All in all, investigations of specific instructional problems faced by pre-service teachers and the solutions may be explored in detail in other studies by further researchers.*

Keywords: *Kampus Mengajar*, pre-service teacher, teaching problem.

INTRODUCTION

KM is a program which involves the collaboration of several institutions within the Ministry of Education and Technology, namely, universities, LPMP (*Lembaga Penjaminan Mutu Pendidikan*), the Education Office, lecturers, students, as well as elementary and junior high schools (Kemdikbud, 2022). This program is open to all students throughout Indonesia from various educational backgrounds to contribute directly to teaching at the elementary school level located in the 3T area during the pandemic. Students who are carrying out the KM are referred to as pre-service teachers because in practice they play a role in assisting the teacher's duties, especially in teaching.

According to Hallaby and Hamama (2017) teaching in a real learning environment is not easy. The pre-service teachers teaching English are expected to have mastered the skills and materials to be taught to his/her students. They also must have and understand basic skills in teaching English. If the English teacher has such abilities, learning English for students is not considered difficult and boring, but will be fun to learn so the students become interested and enthusiastic to follow the lesson.

Problems in teaching are often experienced and felt by teachers even with good preparation, as well as pre-service teachers who are doing teaching activities for the first time. As a pre-service teacher who has never had teaching experience, of course, KM is not as easy as imagined. This could be because the pre-service teachers adapted to the field conditions where they carried out KM activities even though the pre-service teachers did not know the characteristics of their students.

For the last several years, studies on teaching English at KM is rarely used as a research topic. The study conducted by Ede, Maulina, and Faridawati (2022) analyzed the EFL pre-service teachers' perception of managing the learning process conducted during KM. The study revealed that there were many obstacles such as difficulties in designing learning caused by differences between basic education taken during lectures and subjects taught during teaching, difficulties in classroom management, and also difficulties in communication caused by differences in culture.

In addition, there was the study conducted by Kusuma (2022) explored and discussed the apprentice teacher's perception of their experience of teaching English in the KM at SDN 03 WANAMULYA and whether they encounter any difficulties and how they address them. The results of this study show that (1) the perception of non-English apprentice teachers about teaching English is a new and enjoyable experience, (2) the problems faced by non-English apprentice teachers include the lack of student-teachers expertise in the field of English, lack of facilities that support the teaching and learning process of English, and student teachers find it difficult to determine the appropriate English learning method, and (3) solutions to problems faced by student teachers when teaching English in the

KM: looking for alternatives media learning design in the learning process and looking for alternative designs to get material in the learning process.

The difference between this research and previous research is in the participants where the participants in the previous research were students from various educational backgrounds but they had experience teaching English in the KM program. However, in the current study, the participants were students from the English study program.

KM can be an enjoyable experience and also can be a challenge for pre-service teachers participating in the program. It can give rise to mixed feelings of anticipation, anxiety, worry, excitement, and fear. In addition, during the pandemic, it is a big challenge for pre-service teachers to help carry out the learning process. Therefore, it is very important to identify the problems that cause pre-service teachers to experience difficulties during teaching activities. Based on this statement, the researcher is interested in discussing Unisma English Pre-Service Teachers Joining *Kampus Mengajar*: Problems and Solutions.

The research questions in this study are formulated as follows:

1. What are the problems faced by English pre-service teachers of Unisma in carrying out teaching English during Teaching Campus Program Batch 3?
2. What are the strategies used by the pre-service teachers to solve the problems in carrying out teaching English in the classroom during Teaching Campus Program Batch 3?

METHODOLOGY

This study used descriptive qualitative design research to analyze the data obtained from the results of the interview reports. The participants of this study were three students of English education department who taught English at KM batch 3 face to face and they were placed in Elementary School. The semi-structured interview was the main research instrument used to collect data in qualitative research.

Several activities during data analysis, namely data reduction, data presentation, and verification. In the reduction stage, the researcher sorted the data

obtained from the results of interviews and written report notes. The data that has been collected was selected to select the main points by focusing on important research focus. The next stage was the presentation of the data. The researcher compiled the relevant data so the structure can be understood making it easier to draw conclusions. Then the researcher interpreted the data in narrative form to make it easier for the researcher to understand the phenomena that occur. Verification was the last stage in the data analysis. At this stage, the researcher carried out the process of taking the essence of the data that has been obtained and then compiling it in the form of a short and solid statement as the answers to the research problems.

FINDINGS AND DISCUSSION

Findings

The findings of this study are organized into four main problems and its solutions to answer the research questions. Those findings include as follows:

Lesson plan design

Participants reported that they had difficulties in formulating learning objectives and learning indicators. In the middle of program, the Ministry of Education and Culture asked pre-service teachers to realize *merdeka belajar* curriculum. However, they still did not understand how to formulate learning objectives in the lesson plan for elementary English subjects that are in accordance with the *merdeka belajar* curriculum even though online socialization has been held by the *Kemdikbud*. This is due to the sudden giving of instructions and the absence of sample lesson plan templates. Another obstacle was participants acknowledged the difficulty of dividing the time allocation in the learning steps in the lesson plan as mentioned below:

When I was compiling the steps for learning activities in the lesson plans, I sometimes had a hard time dividing the time for each activity because the class conditions had mixed students, there were also disabled students.

What is considered in dividing the time allocation is the condition of students in the class where there are disabled students. To overcome these

difficulties are by looking for lesson plan reference sources on the internet. After looking for some lesson plan reference sources for English subjects which were obtained from the internet, then held discussions with fellow pre-service teachers. After having a discussion, the participants then developed the lesson plan. From the solutions made by the participants, they were finally able to develop lesson plan. Participants often exchange opinions and knowledge related to the obstacles experienced by fellow pre-service teachers. With some considerations, the participants set the allocation of teaching time from the input of fellow pre-service teachers from the discussion.

Teaching strategy implementation

In implementing teaching strategies, participants reported the obstacles they experienced were problems in classroom management. Participants faced problems in applying the teaching method because some students made a fuss and some complained about the results of group distribution. In fact, the students have hyperactive and talkative characters. In addition, students have no interest in learning English because they think English is difficult subject. Students often ignore the instructions given by pre-service teachers even though pre-service teachers have implemented fun learning methods with the aim of attracting students' interest. They assume that the pre-service teacher is not their teacher.

The participants also admitted that they felt confused to apply teaching strategies that were suitable for different classroom conditions as the following sentence:

Having disabled students, of course, is frustrating how to teach these children. We don't know what they are thinking.

Respondents could not understand the character of disabled students. This is because the respondents' educational background is different from the facts in the field.

To overcome these obstacles, pre-service teachers always try the right teaching strategy for each learning meeting by considering the conditions of students and classes. Practically, one of example was by utilizing the activeness of students in positive activities which are realized through teaching strategies such

as being active in games and singing. Another effort to overcome the problem as mentioned bellows:

I often pay attention and approach disabled students. I think students with this condition need more attention than other students.

From the participant's explanation, it can be concluded that in order to apply the right strategy, it is necessary to understand the characteristics of students. Therefore, participants approach by always paying attention to and often accompanying disabled students when teaching in class.

Instructional material development

Several participants complained about the selection of materials that match the level of students. Although there are books available for learning at school, these books are old published books and the contents of the book are not appropriate to the student's level. There are still many students who have difficulty learning when using only the books provided by the school. So the pre-service teachers have to do the development for these teaching materials. If developing learning materials only comes from the internet, pre-service teachers find limited sources of material.

To overcome this problem, participants took references to teaching materials from various sources such as student handbooks, modules from the course institutions where respondents teach, and the internet. The participants chose the reference source with the consideration of adjusting to the content of the material in the student handbook.

Using teaching media

The problem experienced by participants when teaching using teaching media in class is the class condition becomes less conducive. When using teaching media, students are cool to play and did not focus on learning so they forget the purpose of using the media in learning. There are students whose behavior is disturbing during learning such as being busy playing with their friends. So the participants must deal with students patiently and always warn students not to play and be busy during learning. In addition, participants usually convey the problems faced during teaching to the class teacher then the class

teacher gives some suggestions and solutions to the participants. Another obstacle in using learning media was limited teaching facilities as said by the respondent below:

The school where I teach doesn't have a projector. Suppose I want to convey material in the form of a video where the material is on a laptop that is not effective to use. It is impossible for one laptop to be seen by one class student without projector.

In the delivery of material that displays learning videos, it becomes less effective because there is no projector tool available to project the material so in subsequent learning the respondents never show learning videos again. The problem is also related to the limited number of student handbooks available in schools. To take advantage of teaching media, respondents use the media available at school. The media most often used are illustrated English books and blackboards. From these media, respondents try to be more creative to use it as interesting medium. Respondents used the blackboard to play guessing games by writing several columns of English vocabulary and several columns of Indonesian vocabulary and then matching the words with the right meanings. Sometimes respondents bring their own media for students to use, such as colored pencils, which the respondents themselves provide for disabled students that have difficulty expressing answers.

Discussion

Each part of the findings will be further discussed in reference to what theories and previous related studies have said.

Lesson plan design

Several obstacles in preparing lesson plans, including the obstacles in determining learning objectives and determining learning indicators because they still do not understand how to design lesson plans. This is in line with research by Herviani and Budiastuti (2018) that pre-service teachers experience obstacles related to difficulties in understanding how to prepare a good lesson plan. It is necessary to pay more attention and consider whether pre-service teachers have

studied the *merdeka belajar* curriculum well and understand the contents of the new curriculum.

Pre-service teachers have difficulty compiling learning steps by determining the time allocation so its application in the classroom can't be effective. Alnwaiem & Alazemi (2021) in their study stated that managing allocated lesson time was a very challenging task. Pre-service teachers who have new teaching experience still need to adapt to be able to optimize the allocation of teaching time by considering the conditions in the classroom.

To overcome those obstacles, respondents looked for references from the internet and studied related to lesson plans. The solution is in line with Herviani and Budiastuti (2018) which reveals that pre-service teachers equip themselves by reading a lot of literature on related sources to better understand how to develop lesson plans. In addition to these efforts, respondents held discussions with fellow pre-service teachers to share experiences and knowledge. Khoirudin, Komariah, and Rizal (2020) argued that by knowledge sharing activities new knowledge will grow, resulting from the combination of existing knowledge. Exchanging information and knowledge from various experiences of pre-service teachers and information from various sources on the internet obtained by pre-service teachers are good step as effort to overcome these obstacles. However, pre-service teachers need guidance in the form of theory and practice related to the preparation of lesson plans from supervisors or special training needs to be held in advance from sources who are more knowledgeable.

Teaching strategies implementation

Some respondents complained about problems in classroom management. They often find some students with disruptive behavior during learning such as students running around in the classroom, making noise, students not being motivated to learn, ignoring teacher instructions and talkative. This finding agreed with Keser and Yavuz (2018) the main problems faced by pre-service teachers in managing classes are crowded and noisy classes and students who talk a lot, unmotivated and bored students disturbing other students in the class, problems regarding interactions and relationships between students and teachers. The reason

some students find difficult to give instructions is the students think that the pre-service teachers are only teachers who are apprentices. In line with Deocampo (2020) study that as students may realize teacher-trainers are beginners, students may have a tendency to show little interest in what teachers expect of them and thus, tend to be difficult to control.

In addition, the challenging thing is to determine teaching strategies that are suitable for the conditions and characters of different students. Ramadhan and Rahmandani (2020) in their study found that the challenge experienced by participants was to find learning methods that were suitable for the different conditions of students. Respondents have difficulty dealing with disabilities students because the educational background of pre-service teachers is not appropriate and respondents do not understand how to teach disabilities students. Issom and Nadia (2021) stated that this lack of knowledge had an impact on the problems that emerged next, namely difficulties in teaching and learning in classes with students with special needs. Thus, it is recommended that in teaching in these classes collaboration with senior teachers is held.

Respondents overcome classroom management problems by implementing teaching strategies that involve a lot of physical and verbal activities. The strategy relates to the application of games and singing. Asrafil et al (2022) assert that the characteristics of elementary school students who are still in the process of growth and development also make the participants do strategies to play while learning. These activities are used to attract and distract students to have an interest in learning and make it easier for them to learn. Playing or singing can be an alternative as a diversion of students' hyperactivity and involvement so the student's behavior is directed to positive things during learning and it can foster students' enthusiasm to take part in learning English.

Efforts to overcome the problem of difficulty in choosing strategies that are suitable for the conditions and characters of different students is to understand the character of students. As indicated by Septianti and Afiani (2020), in order to improve the quality of learning, teachers need to make the characteristics of students and their culture as a basis in developing learning principles and

programs. Understanding the character of students by paying attention to their obstacles and needs as a guide for pre-service teachers to develop appropriate teaching strategies so that teaching can be accepted by all students.

Instructional materials development

The obstacle in developing instructional material was difficulty choosing teaching materials because the content of the available student handbooks was not appropriate to the student's level. In Nababan and Amalia (2021) study found that the participants realized the difficulty in finding suitable teaching materials. Choosing teaching materials, pre-service teachers need to consider based on needs and adjusted to the level of students.

Pre-service teachers make the following efforts to find references for teaching materials from various sources such as student handbooks, modules from course institutions where respondents teach, and the internet. It was consistent with Nababan and Amalia (2021) that pre-service teachers found teaching materials from several sources such as books and the internet. The source of teaching materials is not only limited to student handbooks. Relevant material from any source can support to develop teaching materials so the content of the material is more optimal. However, the development of these materials is based on the needs of the curriculum and syllabus that have been determined.

Using teaching media

Pre-service teachers still less optimal in developing teaching media. This could be due to the lack of facilities available at the school. Putri and Citra (2019) stated that facilities and infrastructure are indeed one of the most influential factors in implementing IT-based learning media because without adequate facilities and infrastructure, there will be many obstacles. Teaching material in the form of learning videos delivered without using projector is considered ineffective.

Furthermore, students made fuss when respondents used teaching media. Even though teaching is done using interesting media, if the pre-service teachers are not able to control the condition of the class, the teaching is not effective. This finding agreed with Ahmad and Mustika (2021) in their research found that

participants found students who looked enthusiastic when using learning media but this could be an obstacle if they did not maintain class conditions. Pre-service teachers should pay attention to class conditions in order to remain stable so the purpose of using these teaching media can be achieved.

Efforts to overcome the problem of the limited availability of teaching media by using improvised media available at schools. This requires pre-service teachers to be more creative and innovative in developing media to be more multifunctional. Alwi (2017) pointed out that an effort to overcome the problems in the development of learning media is to make maximum use of the existing learning media with effective and fun learning. To deal with students who are busy playing while using learning media, the respondents admonished them not to be busy during the learning process. In line with Gafur (2019) an effective reprimand is used to stop the behavior of students who want to get the attention of others. However, it is necessary for pre-service teachers to understand how to reprimand students, so students do not repeat it again.

CONCLUSION AND SUGGESTION

Conclusion

The researcher found some problems faced by pre-service teachers and solutions in carrying out teaching English in Elementary Schools during KM batch 3. First, the problems experienced by pre-service teachers in designing lesson plan include difficulty in formulating learning objectives, lack of understanding of learning indicators, and difficulty to determine the allocation of teaching time division. These obstacles were overcome by studying and understanding more deeply the contents of the lesson plan and discussing it with fellow pre-service teachers. Second, the problems experienced by pre-service teachers in implementing teaching strategies include difficulty in managing class conditions, and confusion about applying appropriate strategies. Building self-confidence, approaching students to get to know the characteristics of students, and working together with teachers are efforts made to overcome these obstacles. Third, the problems encountered by the pre-service teachers in developing

instructional materials are lack of ability in choosing teaching material and obstacle in delivering material. The way to overcome this problem is to simplify the way the material is delivered and adapt material from the internet and other sources. Fourth, the problems that occur in the use of teaching media are the availability of learning facilities is inadequate and class conditions are less conducive when using media in learning. The solution to this problem is to create improvised media and advise students to be disciplined in learning.

Suggestion

The researcher would like to advise further researchers to examine more deeply pre-service teachers problem during teaching specifically and its solution.

REFERENCES

- Ahmad, Firdaus & Mustika, Dea. (2021). Problematika Guru dalam Menerapkan Media pada Pembelajaran Kelas Rendah di Sekolah Dasar. *Jurnal Basicedu*, 5(4). <https://doi.org/10.31004/basicedu.v5i4.1056>
- Alnwaiem, A. F., & Alazemi, A. M. (2021). Problems of Female Preservice Kuwaiti English Language Teachers During the Practicum Course. *Journal of English Language Teaching and Applied Linguistics*, 3(13), 01–07. <https://doi.org/10.32996/jeltal.2021.3.13.1>
- Alwi, S. (2017). Problematika Guru dalam Pengembangan Media Pembelajaran. *ITQAN: Jurnal Ilmu-Ilu Kependidikan*, 8(2), 145–167. <http://ejurnal.iainlhokseumawe.ac.id/index.php/itqan/article/download/107/65/>
- Asrafil, M., La, H., & Maulina, M. (2022). *EFL Pre- Service Teachers ' Perception in Managing The Learning Process during KAMPUS*. 4(1), 81–95.
- Charisma, D., & Nurmalasari, P. (2020). An Investigation of Student Teachers' Anxiety Related to the Teaching Practicum. *ELLITE: Journal of English Language, Literature, and Teaching*, 5(1), 15–20. <https://doi.org/10.32528/ellipse.v5i1.3205>
- Deocampo, M. F. (2020). Issues and challenges of english language teacher-

- trainees' teaching practicum performance: Looking back and going forward. *LEARN Journal: Language Education and Acquisition Research Network*, 13(2), 486–503. <https://files.eric.ed.gov/fulltext/EJ1258795.pdf>
- Gafur, A. (2019). Strategi Pengelolaan Kelas dalam Menciptakan Suasana Belajar yang Kondusif di SD/MI. *Elementeris : Jurnal Ilmiah Pendidikan Dasar Islam*, 1(2), 38. <https://doi.org/10.33474/elementeris.v1i2.4991>
- Hallaby, S. F., & Hamama, S. F. (2017). Investigasi Masalah yang Dihadapi Mahasiswa Calon Guru Selama Praktik Mengajar di Sekolah pada Program Praktik Pengalaman Lapangan: Studi Kasus pada *Prosiding SEMDI-UNAYA ...*, November, 85–94.
- Hayuningtyas, N., & Humairoh, M. F. N. (2021). Kecemasan English Pre-Service Teachers terhadap Bahasa Inggris dalam Program Pengalaman Lapangan (PPL). *PESAT*, 7(2), 117–130. Retrieved from <https://ejournal.paradigma.web.id/index.php/pesat/article/view/72>
- Herviani, D., & Budiastuti, R. E. (2018). Analisis Rencana Pelaksanaan Pembelajaran (RPP) Bahasa Inggris Mahasiswa Magang di SMA Negeri 9 Semarang. *Journal of E-ISSN*, 1(2), 486–491.
- Kemedikbud. (2022). Panduan Program KM Angk. 3. *Panduan Kampus Mengajar*, 1. <https://ditpsd.kemdikbud.go.id/upload/filemanager/2022/kampusmengajar/220121%20DRAF%20BUKU%20PANDUAN%20KM3.docx.pdf>
- Keser, K., & Yavuz, F. (2018). Classroom management problems pre-service teachers encounter in ELT. *Cypriot Journal of Educational Sciences*, 13(4), 511–520. <https://doi.org/10.18844/cjes.v13i4.3184>
- Khoyrudin, M., Komariah, N., & Rizal, E. (2020). Kegiatan Berbagi Pengetahuan Sebagai Upaya Peningkatan Kompetensi Guru di SMKN 4 Bandung. *Jurnal Pustaka Budaya*, 7(1), 33–40. <https://doi.org/10.31849/pb.v7i1.3594>
- Nababan, J. A., & Amalia, L. L. (2021). EFL Pre-service Teachers' Challenges in Teaching Practice Program: A Narrative Inquiry. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 284–289. <https://doi.org/10.2991/assehr.k.210427.043>

Paker, T. (2011). Student Teacher Anxiety Related to the Teaching Practicum.

Egitim Arastirmalari - Eurasian Journal of Educational Research, 42.

Putri, S. D., & Citra, D. E. (2019). Problematika Guru Dalam Menggunakan Media Pembelajaran Pada Mata Pelajaran IPA. *IJSSE : Indonesian Journal of Social Science Education*, 1(1), 49–54.

<http://ejournal.iainbengkulu.ac.id/index.php/ijssse/article/view/49-54>

Ramadhan Rizky, M., & Rahmandani, A. (2020). Pengalaman menjadi guru laki-laki anak berkebutuhan khusus di sekolah inklusif. *Jurnal Empati*, 9(6), 449–460.

<https://ejournal3.undip.ac.id/index.php/empati/article/download/30034/25034>

Septianti, N., & Afiani, R. (2020). Pentingnya Memahami Karakteristik Siswa Sekolah Dasar di SDN Cikokol 2. *AS-SABIQUN*, 2(1), 7–17.

<https://doi.org/10.36088/assabiqun.v2i1.611>