A QUALITATIVE STUDY INTO EFL PRE-SERVICE TEACHERS' TEACHING PRACTICAL EXPERIENCE IN INDEPENDENT LEARNING-INDEPENDENT CAMPUS CURRICULUM.

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Abstract: This present study aimed to figure out EFL pre-service teachers' experiences in their English teaching practices within the Independent Learning-Independent Campus curriculum and to figure out the obstacles experienced by EFL pre-service teachers within the Independent Learning-Independent Campus curriculum. This research was used as a qualitative research project using a phenomenology approach. The participants of this from EFL pre-service teachers' alumni Independent Learning-Independent Campus that studying at the English Department of a private university in Malang City. Researchers used an interview to collect the data and analyze by Braun and Clarke's (2006) six-phase thematic analysis approach, with a focus on the familiarization phase. The finding of this research reveals about experiences and obstacles in planning in the teaching process, implementation, and evaluation. This experience includes clear learning objectives, providing guidance and support, and evaluation strategies. Then, the obstacles encountered by EFL pre-service teacher in the Independent Learning-Independent Campus curriculum include time constraints and individual attention, motivating students, human resources, and limited facilities. Advice for EFL pre-service teachers needs relevant self-development programs, collaboration with experienced peers and teachers, practical solutions to time constraints and individual attention, support in the use of technology, and relevant learning.

Key Words: EFL Pre-service Teacher, Teaching Practical Experience, Independent Learning-Independent Campus Curriculum

INTRODUCTION

There is a growing body of literature recognizing the importance of educational programs. The demand for English is rising quickly as technology develops, economies expand, and new curricula are introduced (Pertiwi & Pusparini, 2021). It can be inferred from the statement that action must be taken for it to be accurate and effective. Adapting well to the times and keeping up with them is necessary. As a result, the possibility of falling behind was avoided. The Ministry of Education and Culture's Independent Learning-Independent Campus program equipped graduates with the skills they needed to successfully navigate the rapidly accelerating social, cultural, professional, and technological changes of the post-Industrial Revolution 4.0. It was an unstated response to current development (Rodiyah, 2021). According to Joynes (2019) the 21st-century skill set includes critical thinking, problem-solving, creativity, metacognition, communication, digital and technology literacy.

Initially the Independent Learning-Independent Campus program turned out to be influenced by the example of Ki Hajar Dewantara who emphasized students to try to be independent in knowledge (Fuadi & Aswita, 2021). According to Permendikbud No. 3 of 2020 Article 15, paragraph 1, the implementation of the Independent Learning-Independent Campus curriculum can be done both inside and outside of the study program through program student exchange, introduction to the academic environment (Regional Motivator Teacher Remote Area), business internships, and thematic community service programs (Digital Literacy Education), as well as community service (Baharuddin, 2021). Programs for Independent Learning-Independent Campuses are thought to be able to offer extra competencies like sophisticated real-world problem-solving abilities, analytical abilities, and professional ethics, which is also meaningful as an increase in student life skills (Wardhani & Katoningsih, 2022). With this new curriculum, teachers had more freedom to select teaching techniques and approaches that best suited the needs of their students (Pertiwi & Pusparini, 2021). Independent Learning-Independent Campus, which embraces the meaning of autonomy and autonomy in higher education (*Perguruan Tinggi*), aims to assist students in

learning various sciences and acquiring various skills necessary to enter the workforce (Wardhani & Katoningsih, 2022). Technically, management learning programs including internships and on-the-job training that were undertaken for six months were what led to the adoption of activities similar to the Independent Learning-Independent Campus (Laga et al., 2021). Research from Kamalia and Andriansyah (2021) aims to examine how students view Independent Learning-Independent Campus such as the methodology, procedures, and methods of learning assessment. The student experience is originally about learning consisting to defined conditions similar as accommodation, motor vehicle grounds, sports establishments, or truly scholar clubs (Jeanette & George, 2009). The student experience is a broad term, which means that each student needs different things. Many factors influence this, for example, facilities, from canteen access, library space, and teaching quality (Staddon & Standish, 2012). However, according to Zerihun et al. (2012) the items for the questionnaire were developed using the students' evaluations of their personal learning experience in learner-centered classrooms and a predicted framework gleaned from the literature.

This program's goals are to enhance the resources available to exceptional researchers, to foster students' abilities and interests in challenging and resolving scientific research problems, and to produce high-quality research besides that, the benefits for society are that it can foster innovation and creativity (Fuadi & Aswita, 2021). Since Independent Learning-Independent Campus research is still in it is infancy and there are not many evaluations of it, much of it comes from non-English programs and examines the regulations and implementations of Independent Learning-Independent Campus. Therefore, this research investigated the EFL pre-service teachers' experience in teaching practicum within the Independent Learning-Independent Campus curriculum and identified the obstacles faced by EFL pre-service teachers' in the Independent Learning Campus curriculum.

METHOD

This research project utilized a qualitative approach using phenomenology as the theoretical framework. The primary researcher served as the main instrument for data collection, analysis, and report production. The study aimed to explore the experiences of EFL pre-service teachers in teaching practicum within the Independent Learning-Independent Campus curriculum, as well as the obstacles they encountered. The research participants were two EFL pre-service teachers, Jason and Julia, who were studying at a private university in Malang City. They joined the Independent Learning-Independent Campus program and were selected as participants in the teaching assistance program. The participants' ages ranged from 22 to 23 years old, and they resided in different cities. The researchers used interviews as the data collection instrument, employing a phenomenological approach to focus on the participants' experiences.

The interviews were semi-structured, allowing for in-depth exploration of the research questions. The interview questions covered various aspects such as planning, implementation, evaluation, and obstacles related to independent learning within the curriculum. The research was conducted at a private university in Malang City, where the Independent Learning-Independent Campus program was implemented. The program offered several benefits to students, including the conversion of courses and the opportunity to enhance their skills and knowledge. Data collection was carried out through semi-structured interviews, allowing participants to express themselves freely without leading questions. The interviews took place in March 2023, and the sessions were recorded and transcribed verbatim.

Data analysis followed a thematic analysis approach, specifically using Braun and Clarke's six-phase method. The researchers familiarized themselves with the data by thoroughly reading and re-reading transcripts, generating initial codes, searching for themes, reviewing and defining themes, and producing a final report. The analysis aimed to identify patterns and themes that shed light on the experiences and obstacles faced by EFL pre-service teachers within the Independent Learning-Independent Campus curriculum. To ensure the

trustworthiness of the data, the researchers employed member checking, which involved sharing their interpretation with the participants for feedback and corrections. Additionally, the study considered data validity aspects such as credibility, dependability, confirmability, and authenticity to enhance the reliability and meaningfulness of the findings.

FINDINGS AND DISSCUSSIONS

In this study, the researcher aimed to figure out EFL pre-service teachers' experience in their English teaching practices within the Independent Learning-Independent Campus curriculum and to figure out the obstacles experienced by EFL pre-service teachers' within the Independent Learning-Independent Campus curriculum.

EFL pre-service teachers' experience in their English teaching practices within the Independent Learning-Independent Campus curriculum

The result of the analysis to figure out the EFL pre-service teachers' experience in their English teaching practices within the Independent Learning-Independent Campus curriculum. The experience of EFL pre-service teachers in their English teaching practices in the Independent Learning-Independent Campus curriculum include clear learning objectives, providing guidance and support, and evaluation strategies.

Clear Learning Objectives

Jason and Julia highlighted the significance of establishing clear and stated learning objectives during their planning process. They determined each student's abilities and requirements and subsequently searched for appropriate materials and resources. To encourage autonomous learning, they created a variety of assignments, including group discussions, presentations, projects, and individual tasks.

"In Independent learning planning, I identify clear and specific learning goals. I try to understand the needs and levels of students' abilities and find relevant materials and resources. I design a series of learning activities that can encourage students to learn independently, such as projects, presentations, group discussions, and individual tasks." (Julia)

"I design a range of learning activities that include independent tasks, group discussions, and presentations. I also pay attention to the individual differences of students and provide

resources that are tailored to their learning needs. In addition, I have planned an assessment strategy that can provide an overview of student progress in self-learning." (Jason)

Providing Guidance and Support

Both respondents emphasized the significance of delivering clear instructions and expectations to students while encouraging them to take initiative in their own learning. They enable group discussion, cooperation, and sharing of ideas among students. They employ technology and internet resources as instruments to support independent learning.

"I give clear instructions about tasks and expectations to students. I encourage them to take the initiative in their own learning, while still providing support and guidance when needed. I facilitate group discussion, collaboration, and exchange of ideas among students. In addition, I use technology and online resources as a tool to facilitate self-learning." (Julia)

"I give clear initial instructions to students about tasks and expectations. I encourage students to take initiative and be responsible for their own learning. I provide individual support and guidance to students in need. I also create an inclusive learning atmosphere and motivate students by giving clear goals." (Jason)

Evaluation Strategies

In terms of evaluating student progress in self-learning, Julia and Jason used a variety of assessment strategies. They assign individual tasks, exams, and projects to measure student understanding and application of language skills. They also involve students in peer assessments, where they give constructive feedback to their classmates. In addition, they encourage students to actively engage in discussions to evaluate their progress collaboratively.

"I provide individual tasks, exams, and projects to measure student's understanding and application of language skills. I also involve students in equal age assessments." (Julia)

"I give individual tasks that measure the student's understanding of the material. I also involve students in group discussions where they can share thoughts and give feedback to each other." (Jason)

The obstacles experienced by EFL pre-service teachers' within the Independent Learning-Independent Campus curriculum.

The result of the analysis to figure out the obstacles experienced by EFL pre-service teachers' within the Independent Learning-Independent Campus curriculum. The obstacles encountered by EFL pre-service teachers in the Independent Learning-Independent Campus curriculum include time Constraints and individual attention, motivating students, human resources, and limited facilities. This research provides an understanding of the challenges faced by EFL

pre-service teachers in implementing this program. By understanding and analyzing the results of this research, it is possible to identify areas that need to be considered and improved in the implementation of this curriculum in order to improve the quality of learning as well as prepare future EFL teachers in the face of the challenges that exist in the world of education.

Time Constraints and Individual Attention

In terms of evaluating student progress in self-learning, Julia and Jason used a variety of assessment strategies. They assign individual tasks, exams, and projects to measure student understanding and application of language skills. They also involve students in peer assessments, where they give constructive feedback to their classmates. In addition, they encourage students to reflect on their own learning by actively engaging in discussions to evaluate their progress collaboratively.

"I faced a few obstacles. One is the time limit to track and give individual feedback to each student. To address this, I strive to use time effectively by providing clear guidance and feedback to the whole class, while providing opportunities for students to discuss and improve their work in groups." (Julia)

"Yes, there are some obstacles I face. One of them is the difficulty in tracking student development directly. However, I try to address this by using various forms of evaluation, such as individual tasks, group discussions, and written reflection." (Jason)

Motivating Students

Both Julia and Jason face the challenge of motivating students who are accustomed to direct guidance. To address this, they emphasize the benefits and relevance of self-learning and provide sustainable support and incentives. They aim to create an inclusive learning environment and set clear goals to keep students motivated and engaged.

"Another challenge is to motivate students who tend to rely on direct guidance. I address this by helping students understand the benefits and relevance of self-learning as well as providing sustained support and encouragement." (Julia)

"I face the challenge of motivating students to take initiative and be responsible for their own learning. Therefore, I continue to strive to create an inclusive learning atmosphere, motivate students by giving clear goals, and build positive relationships with them." (Jason)

Human resources

Repeated curriculum changes require teachers to continue to develop their skills and insights. The Creative Learning Independent curriculum requires teachers to manage classrooms, engage students, and provide individual

guidance. For new teachers, teaching challenges arise due to the limitations of knowledge and skills. Collaboration between teachers and self-development efforts are key in addressing curriculum changes and creating effective learning experience.

"With the changing curriculum, teachers must always update their skills and insights. In the curriculum of independent creative learning, project-based and creative learning requires the teacher's ability to manage the classroom, involve students, and provide individual guidance so that teachers must share a lot with other teachers and collaborate to create appropriate learning activities. For new teachers, this is a challenge in teaching because with minimal insights and skills that they possess can hinder the process of learning activities." (Julia)

"When teaching also teachers are required to be more creative and innovative because of the curriculum of independent creative learning so that the facilities, atmosphere and also the spirit of various parties are needed to learn to realize well." (Jason)

Limited Facilities

In the context of teaching at the location Julia teaches, restrictions on internet access became one of the obstacles in an attempt to introduce material to students through online platforms or the internet.

"In the place where I taught to access the internet it was difficult so when we tried to introduce something to students via the internet or the Internet it was controlled." (Julia)

The researcher did the study to figure out the EFL pre-service teachers' experience in their English teaching practices within the Independent Learning-Independent Campus curriculum and to figure out the obstacles experienced by EFL pre-service teachers' within the Independent Learning-Independent Campus curriculum. The current study shows that both of the participants have a similar experience and obstacles experience that can help them in developing teaching skills, gaining insights about teaching, and boosting their confidence as future teachers.

In implementing independent learning, both participants emphasized the importance of giving clear guidance to students and encouraging them to take initiative in their own learning. They also use technology and online resources as a tool to facilitate independent learning. The use of technology in learning is also a focus in the program, so that participants are given the opportunity to develop their knowledge and skills in using technology in the learning process because according to Hong et al. (2018), A teacher's knowledge is not just a collection of scientific information and theories. Pre-service teachers continue to spend time in

classrooms during the practicum process to observe instruction, help the cooperating teacher, participate in managing student activities, and hone their teaching techniques (Fang & Zhu, 2008). The 21st-century skill set includes critical thinking, problem-solving, creativity, metacognition, communication, digital and technology literacy (Joynes, 2019). Therefore, they are required to be able to use technology as well so that they can carry out teaching and learning activities to the fullest. These findings suggest that appropriate support and guidance as well as the use of technology can help students develop their independence in learning. Besides evaluating student progress in independent learning, both participants used a variety of evaluation strategies, including individual tasks, exams, projects, and peer assessments.

On the other hand, future EFL teachers face various obstacles in implementing the Independent Learning-Independent Campus Curriculum, both participants encountered a number of obstacles. One is the time limit to give individual feedback to each student. To address this, they strive to use time effectively by providing clear guidance and feedback to the whole class, while providing opportunities for students to discuss and improve their work in groups. In addition, another challenge is to motivate students who tend to rely on direct guidance. Students who tend to be silent are expected to participate in classes with a creative learning model so that they are encouraged to play an active role later because according to (Overholser & Nasser., 2000) young learners get wearied fluently, lose their interest more snappily than aged learners and are less suitable to motivate themselves on tasks they find delicate, less shy than grown-ups about speaking the new language, and their free demeanor seems to help them pick up a more native accentuation, not hysterical to take pitfalls, love to have fun, sing songs and play games. The identities that pre-service teachers envision for themselves in their educational programs are temporary and in transition; they are open to challenges as they are exposed to classroom dynamics, school environments, and policy requirements (Hong et al., 2018). With all that, efforts are needed in the improvement of human resources, such as following a self-

development program or training, and also the cooperation between teachers so that teaching learning activities are maximized.

CONCLUSIONS AND SUGGESTIONS

The conclusion of this research is independent learning in the curriculum of future EFL teachers can be enhanced through clear goals, good guidance, and effective evaluation strategies. The participants face time constraints, the challenge of providing individual attention and feedback to students, the motivation of students for independent learning, as well as the limitations of facilities especially internet access. To address this, they use appropriate assessment strategies, provide sustainable support, create an inclusive environment, and emphasize the importance of sustainable professional development. Advice for EFL pre-service teachers needs relevant self-development programs, collaboration with experienced peers and teachers, practical solutions to time constraints and individual attention, support in the use of technology, and relevant learning.

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