

## **CHAPTER II**

### **REVIEW OF RELEVANT LITERATURE**

This chapter presents about Kampus Mengajar, the definition of perception, factor affecting perception, the process of perception, teaching practicum, teacher perception and previous study

#### **2.1 Kampus Mengajar**

The Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, launched a “Merdeka Belajar” program that aims to respond educational needs in the era of the industrial revolution 4.0. The implementation of this program also received support from the Lembaga Pengelola Dana Pendidikan (LPDP).

The era of the industrial revolution 4.0 has a major need, namely achieving mastery of integrated literacy and numeracy materials. In maximizing this mastery, it is necessary to make a breakthrough in the field of education, one of which is the Merdeka Belajar-Kampus Merdeka (MBKM) program. This program is expected to increase competency graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior, moral and ethical (Suhartoyo et al., 2020).

The kampus mengajar is part of the Merdeka Belajar-Kampus Merdeka (MBKM) program that has a purpose is to provide opportunities for students to learn and develop themselves through activities outside the classroom. In the kampus mengajar program, students will be placed in elementary schools and junior high schools close to their domiciles throughout Indonesia and teach elementary school students in areas that are included in the 3T (Tertinggal, Terdepan, and Terluar). Schools that are used as places for students to serve are

schools with accreditation still C where students assist the teaching and learning process at school, assist with administration, and assist with technology adaptation.

## **2.2 English Literacy Practice**

Communication and analytical abilities are highly valued in the twenty-first century for meeting life's challenges. Every individual needs to possess therequisite talents based not simply on the basic idea of reading (Khairunnisa et al.,2022). Literacy can be defined broadly as the ability to read and write. Furthermore, the UNESCO definition of literacy, as accepted at the Paris expert conference, stipulates that literacy encompasses the ability to identify, grasp, comprehend, produce, interact, analyze, and utilize textual printed material in a range of circumstances (Khairunnisa et al., 2022). For example, the reading ability of junior high school students, more precisely during the Teaching Campus program, reading activities in English literacy practice can hone students' ability to identify and better understand the content of the reading. According to another statement, the phrase "literacy practice" refers to efforts to deal with events and activity patterns surrounding literacy while connecting them with something larger at a cultural and social level (Valencia Giraldo, 2011). In this case, the Kampus Mengajar program develops activities in literacy practice activities by creating activities that attract students' interest in the practice of liking reading, such as dissecting the contents of books from what they have read, finding new vocabulary, getting to know new terms and connecting them with a game. English literacy practices in the Kampus Mengajar program provide good development opportunities for teachers and students as well as more effective social interactions where students can understand reading in English and have more insight when practicing English literacy.

## **2.3 Pre-service English Teachers Perception**

Perception is the process through which people organize and interpret their sensory experiences to make sense of their surroundings (Robbins & Judge, 2013:166). Perception is described as the cognitive process through

which a person selects, organizes, and assigns meaning to ambient inputs (Ivancevich et al, 2005:110). According to this concept, which is each individual gives meaning to external inputs, therefore various persons might see the same thing but perceive it differently, resulting in a distinct experience.

Perception, according to Judd (2014) is an intellectual process happening in humans that determines the things that we perceive, hear, and react to information about our surroundings. Perception is vision in a restricted sense, but it is also a point of view, understanding, or how one sees and understands things in a broader meaning. Perception refers to the experience of things, events, or connections derived via inferring and interpreting information. Based on this definition that every person give meaning to environmental stimuli different individuals can see the same thing but understand it differently, so it has a different perception.

Learning to perceive is a process that involves interacting with the world. Asrori said perception is an individual process within interpreting, organizing, and giving meaning to the stimulus coming from an environment where individuals live which is the result of a process of learning and experience (Rizaldi, 2020). On the other hand, perception is the process through which a person acquires knowledge regarding its surroundings or in other words, is a sense experience that includes outside stimuli and acts. Different people's perceptions are impacted by their preferences and requirements.

In the author's study, perception refers to the experiences and subjective opinions of pre-service English teachers through their experiences of English literacy practice during the Kampus Mengajar program. Kagan (1992, 66) stated that teacher perceptions or beliefs are defined as instructors' 'implicit assumptions about students, learning, the teaching environment, and the topic of material to be delivered' (Lee et al., 2019). Because teacher views are directly related to teaching practices, they are seen as an indication for their instructional decision-making in class (Ajzen and Madden 1986; Bayyurt and Sifakis 2015; Pajares 1992).

In a perception process, two crucial things occur: interpretation, which means that a perception has an impression, opinion, or theoretical point of view on anything that occurs, and perception itself. The second is organizing, which means that perception incorporates an action or the practice of routinely arranging something (Prawiro, 2019).

It can be concluded from the definition of perception given above, pre-service English Teacher's perception refers to the subjective understanding, beliefs, attitudes, and interpretations that aspiring English teachers hold regarding various aspects of English language teaching and learning. It encompasses their personal views, experiences, and reflections related to language proficiency, instructional strategies, classroom management, student engagement, assessment practices, and their roles as future English teachers. The perception of pre-service English teachers is influenced by their prior experiences, knowledge of teaching methodologies, exposure to diverse educational contexts, and cultural backgrounds. It shapes their approach to teaching, decision-making processes, and interactions with students. Their perception influences how they interpret and respond to challenges, adapt instructional practices, and create a positive learning environment for their students.

### **2.3.1 The Process of Perception**

The process of perception occurs in several stages, in this case Pareek in Alex Sobur suggests 6 stages, namely:

1. The process of receiving stimuli, namely acceptance stimulation or receipt of data from various sources through the five senses.
2. The process of selecting stimuli, namely selection received stimulus.
3. The process of organizing, namely the stimuli received are then organized in a form.
4. The process of interpretation, namely giving meaning to various data and information received.
5. The process of checking, namely after the data is received and

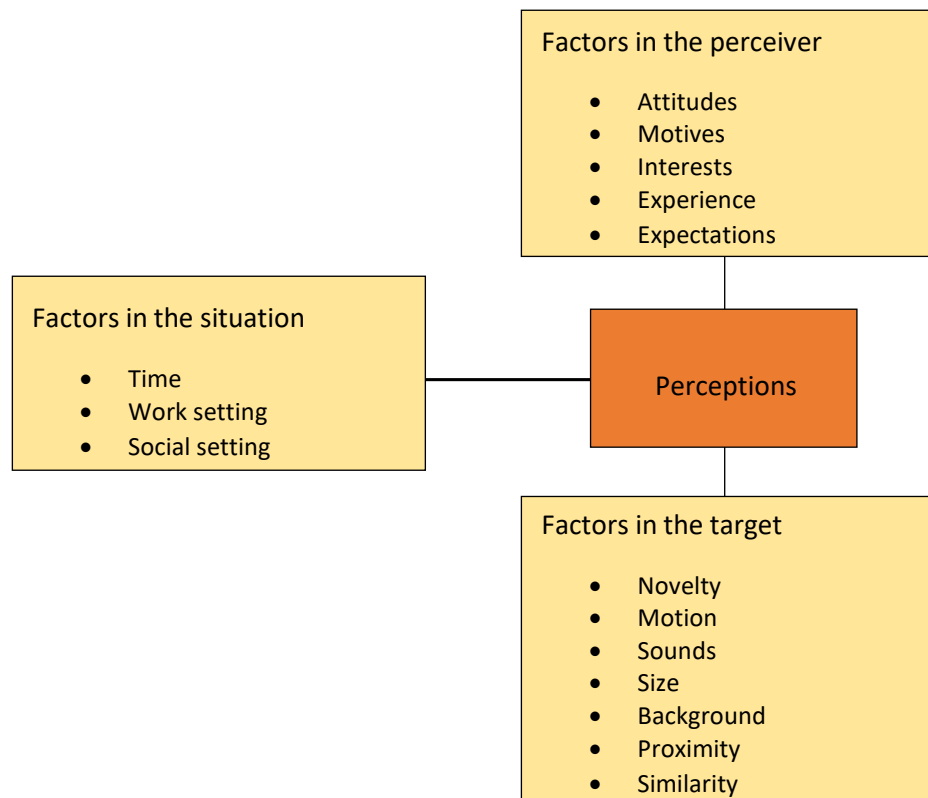
interpreted, the receiver takes some action to check whether the interpretation is right or wrong.

6. The process of reaction is action with respect to what has been absorbed.

Based on this opinion, the process involves perception, namely receiving, selecting, organizing, checking, and reacting to stimuli that affect the five senses. In addition there are physical, physiological, psychological processes, and the results of perceptual processes.

### 2.3.2 Factors That Influence Perception

Several factors shape and sometimes change perceptions. These factors can lie within the perception maker, on the object or target being interpreted, or in the context of the situation in which the perception is made.



When an individual looks at a target and attempts to interpret what is seen. The interpretation is strongly influenced by various personal characteristics of the perceiver which includes one's attitudes, motives, interests, experiences, and expectations

## 2.4 Previous Relevant Studies

Previous research aims to compare reality with relevant theories, the research approach in this study is based on previous research as follows:

1. (Asrafil Husein La Ede & Maulina, 2022) said in the article with the title “EFL Pre-Service Teacher’s Perception in Managing the Learning Process During Kampus Mengajar Program” In the study's findings, participants encountered numerous challenges, including difficulties in designing learning due to differences between basic education taken during lectures and subjects taught during teaching, difficulties in classroom management, and communication difficulties due to cultural differences. The similarities between EFL Pre-Service Teacher’s Perception in Managing the Learning Process During Kampus Mengajar Program and this research is to find out the perceptions of Pre-service English teachers during Kampus Mengajar programs, besides that the target participants for this study were the same which means Pre-service English teachers. The differences between EFL Pre-Service Teacher’s Perception in Managing the Learning Process During Kampus Mengajar Program with this research is the focus of research on the topic raised, if the previous research only focused on how the perceptions of perspective pre-service English teachers manage the learning process, researchers will more deeply investigate the perception of pre-service English teachers regarding English literacy practice during the Kampus Mengajar program.
2. (Shabrina, 2022) “Kegiatan Kampus Mengajar dalam Meningkatkan Keterampilan Literasi dan Numerasi Siswa Sekolah Dasar” The goal of this study is to look at the development of Class II numeracy literacy abilities in an existing elementary school student in Sumedang District, as well as the hurdles and problems in the process of increasing literacy and numeracy skills. The research results show that class II students are very interested in learning that uses media learning and learning methods that are carried out in groups make learning very effective so that there is an increase in the development of literacy skills and

numeracy in the group of students who do not have fluent reading and getting better in the group of students who already have fluent reading. The similarities between Kegiatan Kampus Mengajar dalam Meningkatkan Keterampilan Literasi dan Numerasi Siswa Sekolah Dasar and this research are the focus of research on the pre-service English teachers perception of English literacy practice. The difference between the previous research and the latest research is the research location, the grade of the school studied, and the participants who want to be studied. In addition, researchers will also focus on pre-service English teachers perception of English literacy practice during the Kampus Mengajar program.

3. (Ilzami, 2021) "Pre-Service English Teachers Perception on Digital Literacy During Asynchronous Teaching Practicum " The aim of this research is to investigate pre-service Teacher's perspectives of digital literacy in virtual teaching during their Asynchronous Teaching Practice. This study takes place during the covid pandemic, with pre-service teachers studying through online classrooms. And in the empirical contribution, this research aims to fill the gap in the use of digital literacy for pre-service teachers in their environment Asynchronous Teaching Practicum. The result of this research is that pre-service teachers use technology/digital media to convey material and collaborate media to get student engagement. The similarity of this research with previous research is to investigate the perspective of pre-service English teachers regarding literacy. However, previous research will focus on digital literacy, while researchers will focus on the basic literacy of a junior high school student in practical literacy Kampus Mengajar programs.

It can be concluded that the differences from each previous study are the location, time, and participants to be studied. Several previous studies have only focused on examining learning activities in the Kampus Mengajar program, digital literacy, student literacy programs in school libraries or ways to improve literacy skills. Meanwhile, researchers will examine more deeply

related to find out how the perception of a pre-service English teachers in practice English literacy during Kampus Mengajar program.