

## **CHAPTER I**

### **INTRODUCTION**

This chapter present the information about the background of the study, research question, research objective, and research benefits.

#### **1.1 Background of the Study**

My decision to pursue this topic for my thesis stemmed from my experience participating in Kampus Mengajar program batch 4, specifically, studying the experience of a friend who also participated in the program. I wanted to examine his perceptions of teaching and learning since he did not have an education major background, being a law school student with an interest in teaching through the Kampus Mengajar program.

Kampus Mengajar is one of eight MBKM programs designed by the Ministry of Education, Culture, Research, and Technology, aiming to improve the quality of tertiary graduates. Through the Kampus Mengajar program, students have the opportunity to teach in various schools designated by the ministry. This program equips students with practical experience of the educational environment and provides insights into teaching and learning activities in schools. Additionally, students have the chance to directly interact with community universities for one semester or the equivalent of 20 credits (Nurhayani Siregar, Rafidatun Sahirah, 2020)

Currently, the quality of education in Indonesia is in 54th position out of 77 countries in the world (Yulianingsih, 2022). -jean & Aime, 2020; Pokhrel & Chhetri, 2021). However, the effectiveness of online learning is very low because the learning and teaching experiences of both students and teachers depend on the use of digital technology, this also affects the level of student satisfaction in learning during a pandemic (Initial Discussion, Wulan Ayuandiani, Muhammad Mukhram, 2020; Weldon, Anthony, Will W. K. Ma, Indy M. K. Ho, 2021).

The literacy rate in Indonesia is in 62 out of 70 countries based on a survey conducted by the Program for International Student Assessment (Ilham, 2022). Confirmed by Widikasih's statement (2021) online learning during a pandemic is considered less comfortable, students have not been able to adapt well. Lack of adequate learning facilities, low learning motivation, lack of availability of support costs, and difficulty understanding subject matter, especially understanding literacy and numeracy.

This is a partner for teachers to innovate in developing creative and innovative learning strategies and models in targeted education units, with a focus on improving students' literacy and numeracy skills in target schools so as to develop students' insights, character and character. Soft Skills, and with the collaboration above on goals in teaching (Fauzi et al., 2021; Meilia, A.T; Erlangga, 2022; Shabrina, 2022).

In addition, students will also have the opportunity to see first-hand the reality of problems in society and contribute so that these problems can be overcome, or at least minimized. On the aspect of personal skills, this program has the potential to hone students' skills in communicating and building networks with the surrounding community.

With diverse student backgrounds, this has led to many perceptions regarding the implementation of the *Kampus Mengajar* program batch 4. These perceptions become a bridge for storing relevant representations that are accessed based on similarities (Rock, 1985). According to Woon Chia & Goh (2016) from the view that this Perception, Experience, and Learning in *Kampus Mengajar* 4 will offer a strong evaluation of many of these ideas and that the constraints and challenges discussed by the authors will also be of great help. Remember that for good ideas to take root and grow, the realities experienced on the ground must be anticipated and dealt with.

One interesting thing about the *Kampus Mengajar* program is that any student, from any major, is allowed to take part. In the *Kampus Mengajar* group that I joined,

there were students from the Faculty of Law who were also participants. I think this is an interesting thing to study because how can a Law Faculty student be interested in tasting the experience of being a teacher. Even more interesting to me is how these students perceive teaching and learning activities and the teaching profession

Therefore, in this thesis I will review how these non-educational students perceive teaching and teacher training before and after undergoing a campus teaching program. The findings from my little research will of course be of use to the Kampus Mengajar program itself, especially in providing data on what the experience of non-teaching students is like in running the program. Thus, the experience of this Law Faculty student can be used as a reference for other students who wish to participate in the same program.

## **1.2 Research Question**

From the background presentation above, the author is interested in discussing How is the perception of teaching of a non-educational teacher in teaching practicum (Kampus Mengajar Batch 4)?

## **1.3 Research Objective**

In a study, it can contain a purpose. The purpose of this writing is to find out how the perception of non-educational teachers in teaching practicum (Kampus Mengajar Batch 4).

## **1.4 Research Benefits**

By conducting this research, the author hopes that readers will get benefits including:

### **1.4.1 Theoretical Benefit**

This paper is expected to provide benefits, especially for students and lecturers or teachers participating in Kampus Mengajares as a reference or idea for others who want to do research in the same field or similar research

### **1.4.2 Practical Benefit**

The results of this paper are expected to be used for teachers as a reflection of learning in the classroom and experiences while attending the Kampus Mengajar. As well as non-educational students in an authentic experience practicing reflective teaching