

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

Kampus Mengajar is one of the *Merdeka Belajar Kampus Merdeka* programs that focuses on learning and teaching activities in basic education units that aim to provide opportunities for students to enroll and develop the abilities of students outside the university. This Kampus Mengajar provides opportunities and provisions for students to become partner teachers in schools with a variety of expertise and skills for developing learning models. In strengthening literacy and numeracy learning as well as technology adaptation, students must be able to create innovation and creativity in learning and teaching (Kemndikbud, 2022).

In the *Kampus Mengajar* batch 4 programs, as many as 14,500 students were deployed to assist teachers in learning which was focused on improving literacy and (Kementerian & Kebudayaan, 2022) (Ministry & Culture, 2022). By participating in this program, students have the opportunity to hone interpersonal skills as well as gain teaching experience. The implementation of activities in schools is more focused on teaching activities, technology adaptation assistance, as well as school administration and teacher assistance.

During the implementation of the Kampus Mengajar program, students are always guided by an accompanying teacher at school for all activities to be carried out, from learning planning to implementation. Students do not leave the supervision and guidance of the accompanying teacher and DPL (Supervisor) that all activity plans until the implementation of the activity run well, systematically and directed (Kemendikbud, 2022). Of the many students who take part in the Kampus Mengajar program batch

4, not all of them have a concentrated background in the Education department, but all majors can also take part in the program (Merdeka, 2022).

2.2 Definition of Perception

According to Judd, (2014) perception is a mental process that occurs in humans which will show how we see, hear, and feel around us. In a narrow sense, perception is vision, while in a broad sense, it is a view, understanding, or how one perceives and interprets something. Also perception is the experience of objects, events or relationships obtained by inferring information and interpreting it.

Perception is the process by which we become aware of the many stimuli that affect our senses. According to Udai Pareek in a journal written by Thiruvekatraj, explaining that perception is a process that allows humans to receive, choose, organize, interpret, test, and react to stimuli or sensory data. Stephen P.Robbins, defines perception as a process by which individuals organize and interpret their sensory impressions to provide measurements of their environment; a process that involves seeing, selecting, organizing, interpreting and giving meaning to the environment (Thiruvekatraj T.R, 2017).

There are two important things that happen in a perception process itself, namely: interpretation, meaning that a perception has an impression, opinion, or theoretical point of view on something that happens. Then the second is organizing, meaning that perception includes an action, or the process of organizing something regularly (Prawiro, 2019).

From the explanation of the meaning of perception above, it can be concluded that a person's perception can be formed from various things, events, or events around us. Both consciously and unconsciously perceptions can be interpreted and concluded with a stimulus to gain experience or knowledge. But in the process, individuals

experience difficulties in forming perceptions because there are influences from personal experience, society and the media.

2.3 Factor Affecting Perception

In general, the process factor for the occurrence of perceptions is driven by two things, internal factors and external factors. According to (Ritonga, 1999) said that perception is determined by personal factors and situational factors. Here's an explanation:

2.3.1 Internal Factor

This factor comes from experience or things that are felt by oneself and can then form individual perceptions, including:

- a. Physiological, namely the process of information that is managed by human senses that can influence and include efforts to give meaning to an object or environment itself.
- b. Interest, namely the feeling of interest in paying attention to something individually through a stimulus
- c. Attention, namely the essence of the psyche that focuses on an object that comes from outside and within the individual.
- d. Needs, namely something that is needed by individuals in fighting for life in order to obtain comfort and prosperity.
- e. Mood, namely the individual's emotional condition that affects the heart and feelings at a certain time so that in receiving, remembering and reacting to an object or environment is influenced by the individual's own feelings.
- f. Experience and Memory, to know a stimulus in a broad sense, individuals in their experience must be mutually continuous with events and events in the past.

2.3.2 External Factor

These external factors are a set of individual causes and effects in influencing perceptions that come from outside, including;

- a. Stimulus, which is an object or condition received by an individual's senses that can stimulate an individual's heart and mind. In general, a perception that is formed strongly then the stimulus must be strong enough. In determining the perception itself is influenced by the individual's perception, especially if the object that becomes the stimulus is a thing and not a human being.
- b. Environment or Situation, in this state the object and the environment become the core that cannot be separated because the environment and situation are the background of the object itself in influencing individual perception, especially if the object is a human.

2.4 The Process of Perception

Walgito, (2002) explains that a perceptual process can occur within an individual. Stimuli are caused by the object itself, and stimuli are attached to sensory organs or receptors. The process of stimulation that occurs in the senses is inherently referred to as a physical process. The sensory organs transmit a stimulus received to the sensory nerves to the brain and the process is called a physiological process.

Consciously an individual is able to see, hear, touch or feel something, the process occurs in the brain or center of consciousness which is referred to as a psychological process. Therefore, it can be concluded that the final step of the perceptual process is that the individual is able to feel and be aware of what is seen, heard, felt or touched through the stimuli that the individual receives through the five senses. The final process of perception and actual perception is getting a response in the form of perceptual results that can be taken by an individual in the form of an image. Therefore, it can be said that perception is individual because the results can differ from one individual to another.

2.5 Teaching Practicum

Teaching practicum is an exploration of actual teaching practice under the supervision of a mentor. Not all of a student's time in this type of course is spent on actual teaching assignments. Some involve consultations, seminars, and other preparatory work. Working through teaching practice is considered to be able to provide real experience to future teachers in the field. Most of the time, teaching practicums should be specific to the type of class a student will one day be teaching. For example, there are special programs for teaching at the elementary and science levels. At the university level, this type of teaching experience is almost always discipline-specific.

Depending on the school, teaching practicums can be arranged in a variety of ways, but all courses under this designation will involve some actual teaching involving students, as this is the definition of the course. For example, in science, supervising lab time, developing lab experiments, and giving tutorials can all be part of a practicum. Most schools try to minimize the number of assessments students take in these subjects, because experience with assessments is often gained.

Teaching practicum can be supervised by student supervisors or special supervisors. Observations may involve a mentor sitting in for the course, or may require students to report back periodically. This type of course is a learning experience, so perfection is usually not expected. Any student who encounters difficulties during a teaching practicum is likely to be on the right track in his or her teaching career (Barnet, 2023). The Kampus Mengajar is also not much the same as the teaching practicum. It's just that there are several things that are emphasized during the Kampus Mengajar program, namely; literacy, numeracy, and technological adaptation.

2.6 Teacher Perception

Every individual who is involved in the profession must have a perception, for example, a teacher. Teachers have their own perceptions about the tasks they do

according to their position. The perception that teachers have includes a certain point of view from the way they teach. All of that is influenced and shaped by certain factors. Perception itself affects the actual practice of teaching and learning (Moloi, 2009). So that the teaching process can be influenced by the teacher's perception. A quality perception will produce a teaching and learning process that runs effectively and very well.

According to Chan (2003) quoted in (Moloi, 2009) he stated that the teacher is responsible for most of the things related to a decision and the teachers views themselves as the main thing for this statement. Although they assert that students are able to make their own decisions, this aspect refers to the teacher's perception of autonomy in learning.

2.7 Previous Study

Several authors have conducted research on changes in teachers' beliefs or perceptions of teaching. They are (1) Silvi Nurlaeli (Institut Agama Islam Negeri (IAIN), 2015), (2) Mirza Hardian dan Risa Makhfuza (Universitas Riau, 2022) dan (3) Yulius Laga, Reyna Virginia Nona, Lambertus Langga dan Maria Endang Jamu (Universitas Flores Indonesia).

1. Silvi Nurlaeli

The first research was conducted by Silvi Nurlaeli (Institut Agama Islam Negeri, 2015) entitled "Exploring Tutor Teachers' Perception Toward Students English Department's Pedagogical Competencies During Teaching Practicum Program (Ppl) At SMK Islamic Center Cirebon (Qualitative Research)". The author examines exploring the tutor teacher's perception of the pedagogic competence of students majoring in English during the Teaching Practicum Program (PPL). The perceptions that teachers have about certain aspects of their teaching work are shaped or influenced by certain factors, and these perceptions in turn have an influence on their actual teaching practice.

The method used in this study is a qualitative method and the method of data collection is by in-depth observation, data analysis, and in-depth interviews. The results of this study indicate that most teachers have a good perception of learning English through teaching practicum programs.

2. Mirza Hardian dan Risa Makhfuza

Subsequent research was written by Mirza Hardian and Risa Makhfuza (Riau University, 2022). With the title "Perceptions of Kampus Mengajar Student Participants Against the Kampus Mengajar Program at FKIP, University of Riau". Researching the Kampus Mengajar which is a program of MBKM (Freedom Learning Campus Merdeka). In its implementation, there are many problems that arise from Kampus Mengajar participants, including a lack of information about the KM Program, the lack of socialization between organizers and the school, the promised benefits of KM participant students are not fulfilled. For this reason, this research is intended to explore the perceptions of Riau University students about the KM program and make it a form of future evaluation. This study uses quantitative methods and data collection by way of a survey. For the sample, 72 FKIP students from Riau University were taken and the result was that the average percentage of the dominant respondent's answer alternative was 46.45% in the range of 25.01% - 50% which was included in the "Good enough" category.

3. Yulius Laga, Reyna Virginia Nona, Lambertus Langga dan Maria Endang Jamu

The next is research written by Yulius Laga, Reyna Virginia Nona, Lambertus Langga and Maria Endang Jamu (Flores Indonesia University) entitled "Student Perceptions of the Independent Campus Learning Policy (MBKM)". This research examines measuring the understanding of students from the management study program at the University of Flores who take part in a campus teaching program. According to the respondent's data, the total number of students in the Management Study Program at the University of

Flores was 456 people. The results showed that the understanding of the Management Study Program Students only knew a little about the Merdeka Belajar Kampus Merdeka (MBKM) policy or only 56.9 percent with sources of information obtained by 28 percent from the mass media. 44.08 percent of management students are more dominant in choosing activities such as apprenticeships or work practices, and 63.6 percent of students express readiness to take part in the Merdeka Belajar Kampus Merdeka (MBKM). The survey results also showed that students felt that 69 percent of MBKM activities were developing competencies/skills as a provision for work after graduation. The result of this research is that students become more flexible about the lecture process, experience in engaging in society, and also provisions for work after graduating from college.

From the results of the research described above, 1. Siti Nurlaeli researched her perceptions of teaching through perceptions of educational pedagogy through teaching practicum activities, 2. Mirza Hardian and Risa Makhfuza researched the perceptions of Riau University students, especially the education department through Kampus Mengajares by doing survey of 73 participants about the program, 3. Yulius Laga, Reyna Virginia Nona, Lambertus Langga and Maria Endang Jamu they researched the perceptions of students from the University of Flores majoring in management as many as 456 participants regarding their perceptions of the policies of the Kampus Mengajar program.

From the three of previous studies, there is a gap for the author to examine new perceptions that have not been discussed by previous research regarding the perceptions of teaching from non-educational students. The purpose of this study was to find out how law students perceive teaching, through Kampus Mengajar Program Batch 4.