AN ANALYSIS OF KAMPUS MENGAJAR IMPLEMENTATION BASED ON ELED STUDENTS' PERCEPTIONS

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Statement of Authenticity

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Certify that *skripsi* with the title "An Analysis Kampus Mengajar Implementation based on ELED Students' Perceptions" is certainly the results of my own work, and it does not consist of other people's work. I am totally responsible for the content of this paper. Other's opinions and results involved in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, March 18, 2023

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Motto

ٱدْعُواْ رَبَّكُمْ تَضَرُّعًا وَخُفْيَةً ۚ إِنَّهُۥ لَا يُحِبُّ ٱلْمُعْتَدِينَ

"Berdoalah kepada Tuhanmu dengan rendah hati dan suara yang lembut. Sungguh, Dia tidak menyukai orang-orang yang melampaui batas."

(QS. Al-'Araf: 55)

"Sesungguhnya tidak ada satupun obat yang dapat meredakan pedihnya rasa sakit, kecuali hati yang percaya bahwa apapun yang Allah tetapkan untuknya adalah yang terbaik." - @sunnahlegend

"Without commitment, you'll never start. Without consistency, you'll never finish." – Danzel Washington

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Abstract

Teaching campus or *Kampus Mengajar* (KM) is one of Freedom to Learn – Independent Campus or *Merdeka Belajar – Kampus Merdeka* (MBKM) tracts that allows students to teach at school and enhance their teaching competences. Although this program has strengthened students' teaching competences, it does not prepare students to become professional teachers. Hence, this study aims to investigate the missing teaching competences during the KM perceived by students and their perception regarding the ideal implementation of KM in the future. This research used a descriptive qualitative design. Six ELED students took part in this research. The researcher collected the data using an interview guideline and analyzed it using coding. Based on the findings, there were five missing competences perceived by ELED students after taking KM. The results were divided into three categories: pedagogical competence, which contains developing lesson plans, implementing technology, and developing an assessment; social competence, which includes building good communication with fellows; and professional competence, which involves mastering the subject matter. Furthermore, this study offered three criteria for ideal KM implementation: KM should concentrate on educational program students, KM should regulate school-level placement in accordance with the study program, and KM should guarantee that students receive guidance from school partners.

Keywords: *Kampus Mengajar*, teaching competences, missing teaching competences

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