

Chapter One

Introduction

In this chapter, the researcher explains the research introduction. Several points are discussed in this chapter, such as the background of the research, identification of the problems, delimitation of the research, research questions, objectives of the research, significance of the research, and the organization of the research.

Background of the Research

Several years ago, the government developed the *Program Kampus Mengajar* to allow college students to grow as individuals and learn outside of the lecture hall to practice directly in the school as a teacher's partner. In addition, this program is one way to hasten students' learning recovery in post-pandemic schools. According to Mailizar et al. (2020), the impact of a pandemic on schools, students, and educators has been enormous. College students by joining this program can improve their soft and hard skills, especially when managing classes. Without direct practice in class, college students cannot improve their class management skills and overcome obstacles in class management. Therefore, by joining the *Program Kampus Mengajar*, college students can improve classroom management skills that they cannot find in college.

Program Kampus Mengajar is part of the implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM) in the form of teaching assistance to educational units to empower college students and help the learning process in schools in various villages in Indonesia (Kemendikbud, 2023). According to Dani

(2023), the *Program Kampus Mengajar* is a place to develop college students' abilities and prepare them for the new era as future leaders of the nation who are superior and have good personalities. College students are required to develop their potential and abilities through experiential learning programs with flexible pathways. *Program Kampus Mengajar* is a program aimed at college students studying outside the campus by becoming teachers' partners at school. By participating in the *Program Kampus Mengajar*, students can improve their skills and gain experience in teaching unavailable on campus (Kemendikbud, 2023). In *Program Kampus Mengajar*, the college student's task is to assist the learning process at the placement school with a focus on improving literacy and numeracy, adapting technology, and assisting with administrative management. *Program Kampus Mengajar* aims for college students to find passion, honor, and leadership, as well as develop their character (Oktapiani et al., 2023).

In the implementation of *Program Kampus Mengajar*, college students are asked to handle classes. However, college students may be asked to teach subjects different from their major. When college students teach in class, college students carry out classroom management. Because the Department of English Language Education at a private university in Yogyakarta implemented an internship (teaching practice) program in semester 6, college students still needed to familiarize themselves with classroom management skills when implementing *Program Kampus Mengajar*. College students in *Program Kampus Mengajar* have not yet acquired classroom management experience. College students as educators encounter obstacles that make it difficult for them to manage a conducive

classroom, create material according to student needs, are less able to adjust the time to the material that must be delivered and handle student behavior in class. To become effective teachers, college students should acquire classroom management skills to help them prepare for their future profession.

Classroom management is a set of techniques and skills that teachers use to make students organized, directed, focused, intense, and academically beneficial (Owusu et al., 2021). The concept of classroom management refers to the educators' actions in controlling pupil behavior, activities in the classroom, and teaching strategies. The procedure entails dealing with behavioral issues, giving appropriate directions, fostering an environment of order, and evaluating students' in-class performance (Ahmad & Setyaningsih, 2020). According to Gultom et al. (2020), the goals of classroom management are (1) to establish and maintain ideal learning environments; (2) to restore ideal learning environments; (3) to encourage students to take personal responsibility for their behavior; (4) to develop students' understanding of appropriate behavior and the teacher's reprimand is a warning rather than an angry expression; and (5) to instilling a sense of obligation in students to participate in class activities and to follow rules.

Good classroom management skills can produce outstanding students because students feel comfortable studying in class, and the material presented by the teacher is delivered well. Teachers have a leading role in developing the quality of society (Bas, 2019). So, the education system needs to increase teacher training to produce quality teachers. In education, teachers are the main actors in educating the future generations. Especially college students majoring in education who will

work as educators need to know the current state of education to identify problems and create innovations for education in the next era. Therefore, the government holding a program for college students who want to develop themselves by going directly to school with the perspective of being a teacher. Teachers need classroom management skills for the continuity of learning in the classroom. Classroom management skills are carried out by teachers to create a conducive learning atmosphere so the learning activities run smoothly (Gultom et al., 2020).

Currently, the *Program Kampus Mengajar* is well-received by campuses and college students in Indonesia. One of them is a college student from English Language Education at the private university of Yogyakarta. A total of 11 college students majoring in English Language Education out of a total of 15 college students from the Private University of Yogyakarta joined the *Program Kampus Mangajar* in batch 5. This is a new experience for college students who have been teaching directly in placement school for four months. This teaching activity requires readiness and good knowledge of teaching skills, especially classroom management skills. College students need to prepare materials and media used in teaching activities. College students must also adjust to the environment of placement schools, which is vastly different from that of lectures.

Husein La ed and friends (2022) at Muhammadiyah University of Kendari have done research related to this study. A study by Husein La Ed and friends focuses on how EFL pre-service teachers perceive managing the learning process in the *Program Kampus Mengajar*. The data collection of this study uses a qualitative method. The results of this study show that the college student faced

several difficulties, such as managing the classroom, communication difficulties, and challenges in designing lessons due to the difference between the subjects taught during lectures and the basic knowledge delivered.

Another related study is “Pre-service Teacher Reflection on the Kampus Mengajar Program” by Krisdianto and Susanto (2023). The data collection of this study uses a qualitative method. The results of this study show that pre-service teachers should be able to prepare everything before they teach in the classroom. The following aspects of reflection found in this study are the capacity to develop lesson plans, implement instructional and learning strategies, and use educational materials.

Many studies concern the college students perception of the *Program Kampus Mengajar* activities, in which *Program Kampus Mengajar* positively influences college students who join the program. The main activity in *Program Kampus Mengajar* is teaching in class, so this experience is beneficial for college students majoring in education who need experience in teaching. Earlier studies have primarily concentrated on teaching skills in *Program Kampus Mengajar*, leaving classroom management skills unexplored. Because no research has focused on improving college students classroom management abilities in *Program Kampus Mengajar* the researcher is interested in researching college students perception of the *Program Kampus Mengajar* in improving classroom management skills and the challenges in improving their classroom management skills.

Identification of the Problems

Program Kampus Mengajar is essential for college students majoring in education. College students who join *Program Kampus Mengajar* are named as student-teachers. Because student-teachers are relatively new to class management, they usually experience problems in managing the class. Student-teachers need to gain experience managing a classroom to do better manage a classroom in the future. During the *Program Kampus Mengajar* activities, the researcher found that student-teachers could improve classroom management skills that cannot be obtained in lectures. Therefore, *Program Kampus Mengajar* is an excellent way for student-teachers to improve their classroom management skills. The main tasks of student-teachers in placement schools are to improve literacy and numeracy, improve technology adaptation, and assist administrative management in schools. Apart from that, student-teachers also find it challenging to manage the classroom while teaching in placement schools.

In *Program Kampus Mengajar*, student-teachers have yet to gain experience in managing classes. Student-teachers still need help with classroom management. Student-teachers feel overwhelmed when dealing with problems in the classroom. When in class, student-teachers cannot yet freely manage the class. Therefore, their classroom management skills need to be improved. So, with direct classroom management experience in *Program Kampus Mengajar*, student-teachers can improve classroom management skills by directly managing the classroom in placement schools.

The second problem is that in class management activities, student-teachers encounter obstacles that make it difficult for them to manage a conducive class. Student-teachers find it difficult to create materials according to student needs. In addition, student-teachers find it difficult to manage time in class. Student-teachers are less able to adjust the time to the material that must be delivered. Then, because in the placement school, which is in elementary school, there are students who are naughty, very active, and like to play and the number of children is diverse, student-teachers find it difficult to handle student behavior in class. Student behavior varies, which disrupts class conduciveness, which makes student teachers unable to manage the class well. Student-teachers, as educators, must face various characteristics of students in the classroom, so they must consider exciting learning activities so that the students can pay attention to the material being presented. It is reasonable to assume that student-teachers who aspire to be educators may face challenges when organizing classroom teaching activities.

Based on the problems above, researchers want to know the perceptions of student-teachers regarding their opinion on whether the *Program Kampus Mengajar* can improve classroom management skills. The researcher also wants to investigate the challenges faced by student-teachers of a private university in Yogyakarta in improving their classroom management skills through the *Program Kampus Mengajar*. Therefore, these experiences and challenges need to be recognized by student-teachers, especially students majoring in education, because the experience gained in *Program Kampus Mengajar* is very useful for college students who want to become teachers. Student-teachers majoring in education

certainly want to become teachers who can manage the class well so that learning in the class runs smoothly and is conducive. This research can help student-teachers understand classroom management skills. Apart from that, it can also increase student-teacher knowledge by knowing the challenges in classroom management.

Delimitation of the Research

In an educational context, college students who practice teaching in school are called student-teachers. Also in this study, college students were students majoring in English Language Education. Then, the college students who took part in the *Program Kampus Mengajar* are referred to as student-teachers who teach at the placement school. So, in this research, student-teachers are college students majoring in English Language Education at a private university in Yogyakarta and have joined *Program Kampus Mengajar* batch 5.

This research is delimited to the investigation of student-teachers' perceptions of the *Program Kampus Mengajar* to improve their classroom management skills. The study focuses exclusively on student-teachers who currently have recently completed the *Program Kampus Mengajar* batch 5. This research considers the perceptions and challenges experienced by student-teachers in batch 5 *Program Kampus Mengajar*" which was carried out from February to July 2023. This research was limited to participants from a private university in Yogyakarta, Indonesia. Most of the student-teachers who joined batch 5 *Program Kampus Mengajar* at a private university in Yogyakarta came from the English Language Education Department. So, the participants in this research were limited to college students majoring in English Language Education at a private university

in Yogyakarta. Most students at a private university in Yogyakarta who joined this program, batch 5, had no classroom management experience. This research limits the problem to the student-teachers' perception of *Program Kampus Mengajar* in improving classroom management skills. This research allows for a detailed evaluation of the *Program Kampus Mengajar* effectiveness in enhancing classroom management skills and also the challenges they faced. Then this research is also limited to qualitative designs that only focus on interviews as a data collection method. The research is delimited to exploring classroom management skills, including creating a positive learning environment, managing student behaviors, and ensuring effective instructional processes. It does not cover other teaching skills or pedagogical knowledge. By setting these delimitations, the research aims to provide a focused and detailed understanding of how the *Program Kampus Mengajar* influences student-teachers' classroom management skills and challenges they face. This specificity ensures the findings are relevant and actionable for improving the program and supporting student-teachers' professional development.

Research Questions

Based on the background above, the research formulates two research questions about college student-teachers' perception of *Program Kampus Mengajar* in improving student-teachers classroom management skills:

1. How do student-teachers perceive *Program Kampus Mengajar* in improving their classroom management skills?
2. What are the challenges faced by student-teachers in improving their classroom management skills in *Program Kampus Mengajar*?

Objectives of the Research

Based on the research question above, this research has two objectives:

1. To investigate the student-teachers' perception towards *Program Kampus Mengajar* in improving their classroom management skills
2. To find out the challenges faced by student-teachers in improving their classroom management skills in *Program Kampus Mengajar*

Significance of the Research

Student-teachers. This research helps the student-teachers to know about classroom management skills that should be mastered by student-teachers majoring in education. The findings and discussion of this research can assist student-teachers in enhancing their classroom management skills and provide insights into the advantages of implementing the *Program Kampus Mengajar*. In addition, this research helps student-teachers majoring in education to know the classroom management obstacles they faced during the *Program Kampus Mengajar*.

Teachers. This research helps teachers find the benefits of student-teachers participating in *Program Kampus Mengajar*. Teachers also know what skills need to be taught to students to improve classroom management skills. Teachers can recommend this program to their students.

Future researchers. Through this study, the next researcher got ideas about classroom management skills that occur in the *Program Kampus Mengajar*. Also, this study can be used by other researchers who are interested in the same topic to

make this study a reference. Then, this research can be a guide to conducting the following research.

Organization of the Research

This research consists of five chapters. The first chapter describes the research background, research identification of the problems, the research delimitation, research questions, research objectives, and research significance, as well as the organization of the research.

Chapter two is the literature review. This chapter defines *Program Kampus Mengajar*, the student-teacher's role in *Program Kampus Mengajar*, the benefit of *Program Kampus Mengajar*, the definition of classroom management, classroom management skills, *Program Kampus Mengajar* develop classroom management skills, the challenges student-teachers face in improving classroom management skills, a review of related studies, and a conceptual framework.

Chapter three is the methodology. This chapter describes how the researcher will carry out the research. This chapter discusses the research design, research setting, research participants, data collection methods, data collection procedures, data analysis, and trustworthiness. So, in this chapter, the researcher also explains how to analyze data.

Chapter four contains findings and discussion. This chapter presents the result of the data analysis. The results indicate whether *Program Kampus Mengajar* improves students-teachers' classroom management abilities. Also, this chapter presents the challenges that student-teachers encounter in improving classroom

management skills in *Program Kampus Mengajar* batch 5. The research results are discussed at the end of this chapter.

Chapter five is the last chapter of this research. Chapter five is about conclusions and recommendations. This chapter provides the general answers to research questions and recommendations from the researcher. The recommendations are given to student-teachers, teachers, and future researchers. It is expected that the recommendation give a positive influence.