CHAPTER I
INTRODUCTION

A. Background of the Study

Kampus Mengajar is a program that recruits students at universities who are still in their studies. By providing opportunities for students for 1 (one) semester to help teachers and principals at the elementary and junior high school levels in carrying out learning activities affected by the pandemic. With these assistance activities, students have served the community with knowledge and skills, and have also inspired elementary and middle school students to expand their goals and insights (Kementerian Pendidikan dan Kebudayaan, 2020).

This program is an implementation of *Merdeka Belajar Kampus Merdeka* (MBKM) which has the right to study for undergraduate and applied undergraduate students outside the study program for 3 (three) semesters. The existence of the *Kampus Mengajar* realizes the autonomous and flexible learning objectives of higher education with the achievements of universities that design and apply innovative learning activities that include the values of optimal attitudes, knowledge, and skills. The integration of higher education goals with MBKM policies, to achieve a link and match with the business world and the industrial world, with students who have been prepared from the start (Direktur Jenderal Pendidikan Tinggi, 2020).

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  Kampus Mengajar is an effort to implement *Merdeka Belajar Kampus Merdeka* (MBKM) in the form of teaching assistants to elementary school students in various regions in Indonesia. This is done to develop competencies, both soft and hard skills to meet the needs of the times as future leaders of the country with superior character (Kementerian Pendidikan dan Kebudayaan, 2021). In line with the vision of the *Kampus Mengajar*, in Malyana (2020) this program is expected to be an effective learning platform during the pandemic era because online learning risks the loss of an effective learning process.

  The implementation of the *Kampus Mengajar* has several challenges, such as starting from the pandemic era namely restrictions on activities including being prohibited from going to school, then focus being placed in a 3T-area, and having requirements for participants, namely active students at least studying in the 4th (fourth)semester stage where students do not have sufficient skills to teach.

  With immature teaching skills, students are required to make learning plans. In line with Bowman (1989), students have obstacles in teaching mastery, such as less innovation and creating a less varied atmosphere. Learning planning will later become a guide for students in assisting teachers in online and offline learning. This uncertain learning activity is a challenge for students how to make this program more effective in learning as well as paying attention to

health aspects as well as several strategies that have been taught in universities.

Challenges and obstacles in the *Kampus Mengajar* provide students with an experience that makes this a reflection of the real situation. An activity of rethinking in the field of education, so that it can be interpreted or analyzed which can be interpreted as reflection (Sandars, 2009). Through reflection, activities that have been done can be reconstructed to improve things that have the potential to be developed.

B. Limitation of the Study

In this study, researchers conducted research on the reflection of pre-service teachers in the Kampus Mengajar program. If the teacher does reflection as a learning stage to develop learning, it is expected that pre-service teachers are expected to reflect on this program.

C. Research Questions

a. What is the Pre-service teacher reflection after the *Kampus Mengajar* program?

D. Purpose of the Study

The existence of this research is expected to know the reflection of pre-service teachers in the *Kampus Mengajar* program.

E. Significance of the Study

a.The organizer of the *Kampus Mengajar* program

For the next program, it is hoped that this research can be considered as material for equipping participants with the results of this research.

b. Institution

With this research, the teacher knows to what extent the facts in the field have developed and become a reference for the provision of students who will take part in this program in the next period.

c. Pre-service teacher

Make this research additional insight for teaching practice

F. Key Terms

a. Pre-service Teacher

Pre-service teacher or educational student who have the capacity to teach and are expected to be able to meet the demand for learning objectives (Jamaluddin et al, 2020).

b. Reflection

Reflection is self-image, action, and attitude towards something in order to develop oneself (Korthagen & Vasalos, 2005).

c. *Kampus Mengajar* Program

Teaching Campus Activities are teaching assistance opportunities for students regarding administrative activities, teaching preparation, teaching practice, and assessment on the agenda of this program (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020).

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Basis

1. Kampus Mengajar

Kampus Mengajar is part of the Kampus Merdeka program. This program is designed as part of *Merdeka Belajar Kampus Merdeka*. Students who take part are expected to be able to learn and develop through teaching assistance/class teaching practice carried out in educational units.

Implementation of the *Kampus Mengajar* program for those outside the study program at tertiary institutions for 1 semester or the equivalent of 20 credits, for the same study program at different tertiary institutions, learning in different study programs at different tertiary institutions and/or learning outside the university High learning for 2 semesters or the equivalent of 40 credits.

Kampus Mengajar activities in the form of teaching assistants are carried out by education students in educational units for 1 semester. Programs designed for teaching practice take over the role of the teacher in the classroom. Administrative activities, teaching preparation, teaching practice, and assessment are on the agenda in the program.

Kampus Mengajar's program agenda was carried out during the pandemic era. Students are asked to answer challenges directly related to teaching in the pandemic era. The solution to pandemic restrictions in school from home. School from home has many problems such as limitations and the education system in Indonesia. The fact is that school must continue and children must study under any circumstances. Therefore, students are asked to find ways to respond to the disaster.

2. Reflection

Reflection comes from the Latin which means "to bend or to turn back'. Whereas, based on the definition of the Cambridge dictionary, reflection is an idea, view, or note that is a reflection of something that is made based on the thought until appropriate consideration. Even Boud specifically in Susiyanti, et.al. (2015) stated that individuals or groups of individuals carry out intellectual and affective activities to explore their experiences to deepen new understandings and appreciations. This scientific-based activity is a form of focus or one's efforts to see the extent of progress or development that will be carried out in the next period or next stage.

Based on KEMDIKBUD (2020) in learning, reflection is an activity carried out in the teaching and learning process in the form of written and oral assessments by teachers for students and by students for teachers to express constructive impressions, messages, expectations, and criticisms of the learning process. With reflection, positive information will be obtained about how teachers can improve the quality of learning, as well as material for the extent to which learning outcomes are achieved.

Reflection is the key to developments in the world of education, which is divided into several aspects such as student reflection and teacher reflection. From the aspects mentioned, it aims to improve quality learning according to the interests of students.

a. Student Reflection

In the educational context, reflection is defined as a learning stage. In line with Aronson (2011), reflection is deepening by thinking through understanding and learning. Understanding concepts and theories in learning must be done to find the purpose of learning. Then reflection can be interpreted in the student learning process. The same thing was said by Sandars (2009) that what is called reflection is the process of thinking again until it can be conveyed by

being interpreted or analyzed, This activity is also known as reflective thinking.

Reflective thinking has three levels mentioned by Van Manen in Alsuhaibani (2020), there are three levels of reflection where the teacher considers the effectiveness of the practice to achieve the goals and objectives of the lesson. On a practical level, teachers reflect on the assumptions that support their actions and the consequences of those practices. The level of critical reflection includes the first two levels but more importantly considers moral and ethical criteria.

Reflection activities on students are needed to adjust the learning objectives of the students themselves. Reflection is a response that takes place during the learning cycle. reflection will be evaluated whether the learning experience is bad, doing introspection on learning, or gaining new knowledge from previous knowledge (Firman Edi et al., 2021). Students have lecture assignments that require reflective writing, the Gibbs reflective cycle is a theoretical model that is often used. Gibbs' reflective cycle, namely the description stage, the checking feelings stage, the evaluation stage, the analysis stage, the concluding stage, and the action stage.

b. Teaching Reflection

Farrell (2016) also mentions that the use of reflection in developing teaching skills is based on the belief that improving teaching consciously and systematically can reflect experiences during teaching. In the classroom, there is a gap, namely about the perception of teaching with the reality in class. then the importance of an understanding of the material and mastery of the class to achieve learning objectives. Farrell added that reflection on learning has many ways to collect evidence about their practice, such as; surveys, questionnaires, class observations with or without peers, discussions with other groups of teaching actors, face-to-face and/or using technology (eg blogs, forums, or chats). So they can better inform themselves about their practice.

This teaching exercise becomes an experience that is also called reflective teaching. From this experience, it was developed as a teaching competency which is further in this case also referred to as learning development. Reflective teaching is the primary vehicle for professional growth and the development of teaching expertise. Osterman in Alsuhaibani (2020), comments that professional growth does not depend solely on skill

development. It's not about new ideas, it's about modifying old ideas that have shaped behavior through reflection. In essence, reflective teaching paves the way for teaching competence independent of the teacher's competence.

3. Intructional Design

Instructional Design is an effort to design integrated learning. The same thing was conveyed by Reiser & Dempsey in Seel, et,al. (2017) that a systematic process for developing education and training programs on an ongoing basis (Reiser, Dempsey, 2007). Developing this process requires expert knowledge of how people learn. The goal is to guide sequentially with instructions and requires a strategy to meet the needs of students and the desired learning outcomes.

In instructional design there are three main components, namely Learning Objectives, Instructional Activities, Assessment. These components are applied to the lesson plan.

a. Lesson Plan

A lesson plan is the first step a teacher must prepare as a guide for conducting learning. The existence of a learning plan is expected to ensure that the learning conducted by the teacher progresses appropriately and correctly in order to achieve the set learning

goals. Mawardi (2019) said that the ability to prepare lesson plans must be owned by all teachers as a guide in managing learning, with the structure of learning is an indication of the professionalism of a teacher.

b. Strategy of Learning and Teaching

A learning strategy is a teacher's method of implementing learning activities that must be carried out by teachers and students in order to effectively and efficiently achieve learning objectives. Effective in learning is also a demand of the globalization era. In line Henson & Eller in Fatimaningrum (2011) said that with effective teachers are teachers who always think how to be better. In the application of effective learning can not be separated from technological advances.

The existence of technology is affecting all aspects of people's lives, especially the learning process. Learning is the interaction of educators and students in a learning environment. The interaction process between educators and students in today's digital age is different than it used to be. Where learning processes (interactions) take place is beginning to shift to digital learning interactions. In order for changes in the learning process to occur from generation to generation, learning strategies that are in line with the development of information technology are

required. There are several learning strategies teachers can implement in the digital age, including model development, innovation and assessment of learning using digital media (Azis, 2019). It is hoped that this digital age learning strategy will make learning easier for teachers and students.

c. Media of Learning and Teaching

The use of appropriate learning media is a supporter of good learning. Indications of appropriate learning media are seen from how to choose them, selection criteria, and the principles of media use. In line with Falahudin (2014) that media are a component of learning, and the use of media should be a necessary part of any learning activity to maintain student attention. There are different types of media that you can choose, develop and use depending on your time, cost and desired learning goals. Each type of media has certain characteristics that need to be understood so that media can be selected according to the needs and circumstances of the field.

Maximum use of media can help students achieve their goals. The important role of the learner is to try every student to interact with learning resources as much as possible. In Aini (2019) also mention that utilization of learning media can improve learning conditions that are fun

and interactive with the aim of increasing the competence of students and the creativity of educators. The use of media is basically intended to help learning activities to be more effective in achieving goals and efficient in terms of manpower, time and costs.

B. *Review of Previous Related Study*

From previous research, Sandars (2009) found that reflection in medical education improves the quality of care, but the process of care can also be improved from the results of this reflection. Scientific improvement is obtained from the learning process experienced by students. These skills arise naturally related to the experiences taught during education. The need for field practice also adds insight into the surrounding environment which will later become a provision in dealing with the same problems when becoming a professional. What is expected is not to repeat or correct what has been learned to achieve the best and most appropriate problem handling.

The same thing was conveyed by Aulia (2019), that students can reflect on teaching when practicing teaching in class. Reflections made by students are an illustration of their achievements when teaching. They learn to understand the teaching process and the impact they have on the classroom. By reviewing what was done in the teaching process in class they

have made a reflection. And the result they get from the teaching process is to get real learning related to teaching in the classroom.

Teaching skills are not owned by all students, therefore it is necessary to evaluate the basic teaching skills of students participating in the *Kampus Mengajar* Program during teaching activities in class (Prasandha & Utomo, 2022). This ability is needed to achieve learning objectives. Intensive coaching is important for the development of these skills. Mentoring by the companion is carried out during teaching assistance in the classroom.

C. *Conceptual Framework*
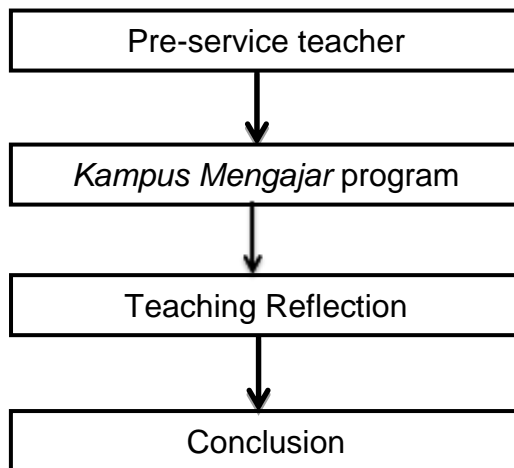
Figure 2.1 Conceptual Framework

Explain how students reflect on the *Kampus Mengajar* program. There are a lot of experiences that they know from the program. Such as making learning devices, class management, and making the administration at school. They learn from all aspects of learning when they are at school until they get the competency to support professional learning.

D. *Assumption*

The pre-service teacher looks at the reflection results of the teaching process in class and provides solutions when obstacles are found. These obstacles include how the pre-service teacher delivers material by paying attention to the abilities and equipment of the pre-service teacher.

CHAPTER III
RESEARCH METHODOLOGY

A. Approach of the Study

This study was designed as qualitative case study because it has examine the experiences of English education students in the *Kampus Mengajar* program. The focus of this research was examined in depth and detail.

The data was taken from two students who are currently studying in the English education study program. The two students consisted of 2 women called Mawar and Melati. Mawar attended the *Kampus Mengajar* program in phase 2, at that time she was studying in semester 5. Meanwhile, Melati attended the program in phase 3, at that time she was studying in semester 6.

B. Data and Source Data

Sources of data came from two English education students who took part in the *Kampus Mengajar* program. Mawar attended the 2nd-period program, which at that time was studying in the 5th semester. Meanwhile, Melati attended the 3rd-period program, and at that time she was studying in the 6th semester. The participants were in the same class, which means they entered and studied in the same class, while in college.

In selecting participants in this study using purposive sampling technique, which is used by researchers to know the research population in depth. With certain criteria, the researcher determines the sample himself.

The criteria that must be possessed are people who are directly involved in the field. Students who come down and are directly involved will certainly be able to answer the researcher's questions and help researchers to improve answers as needed.

C. Data Collection Technique

1. Interview

Data collection techniques using interviews and documentation. Interviews as the main data of the research. Documentation to support the main data. Semi-structured interviews were used to answer research questions with the consideration that participants' views are maintained and the context that has been planned by the researcher does not widen. With flexible questions and inquiries, the aim is to get interview results more flexible and organic (Tracy, 2020).

Therefore, some question were design for the participants in the interview as can be seen in the following:

a. Your name please?

b. What should I call you?

c. When did you finished your program?

d. Do you still remember how you teach in this program?

e. What impression do you have to describe your program experience?

f. How you teach in this program?

g. What do you get from this program?

2. Document

The documentation that will be taken and analyzed is in the form of student daily reports related to activities, learning tools, and learning media.

D. Data Analysis

This study used thematic analysis, that finding data that has been collected for the researcher and then analyzed by getting themes or knowing patterns (Braun & Clarke, 2006). From the analysis method, the main focus of the research is to find the ideas and intentions of the patterns formed during the research. This approach also interprets the views of students as preservice teachers regarding the teaching experience in the classroom. The data is processed through the stages used by Braun, & Clarke (2019) as follows:

a. Phase 1: Familiarization data; Transcribing the data, the researcher listened back to the results of the interviews and then made a transcript to make it easier to recognize the code in the analysis.

Figure 3.1 Familiarization data

b. Phase 2: Generating initial codes; Coding data that pulls systematically across data sets, structuring data relevant to each code. With the code makes it easier for researchers to compile relevant data.

Figure 3.2 Generating initial codes

c. Phase 3: Searching for themes; Organize the code into relevant themes by gathering all data relevant to each potential theme. At this stage, the researcher begins to compile the codes into potential themes, then compile the potential themes.

Figure 3.3 Searching for themes

d. Phase 4: Reviewing themes; Checking relation of the codes, and checking relation each themes.
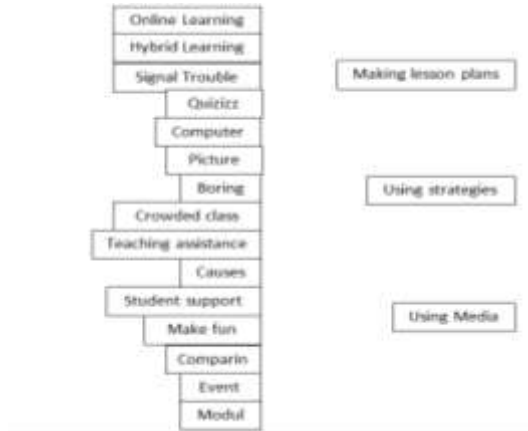
Figure 3.4 Reviewing themes

e. Phase 5: Defining and Naming Themes; Explaining each theme and then giving a name that is easy to understand.

f.
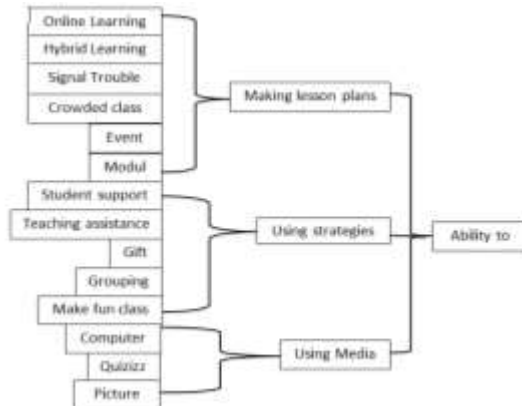
Figure 3.5 Reviewing themes

g. Phase 6: Writing up; The final step for analysis. After selection the names of the themes, researcher writing up the themes. The analysis related with the research question and literature. Then the researcher produced report by the data.

E. Data Validity

This study used data source triangulation to check the validity of data. Empirical data can be seen from the process validity and events (Ness, 2018).

Figure 3.6 Data source triangulation

The researchers have observed by looking for articles related to the research topic. The next step, researchers use interviews to collect data that is the focus of research. finally, analysis with the documents used for the student activity report.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

The data in this study were taken from the results of interviews with two students who took part in the *Kampus Mengajar* Program. The function of the interview was to know the students' reflections on this program. From the interview, the researcher collects data to answer the research question.

1. The Ability to Prepare the Lesson Plan

Preservice teachers must have the skills to prepare lessons. The learning in question starts from the provision of material, and coaching, to evaluation. In learning, it must have clear objectives so that student achievements are measurable. For this reason, teacher guidelines are needed, the guidelines used for teaching are student modules. From participants named Mawar, he told teacher used students module for teaching. In the student module there are many models of questions to be used as exercises to achieve competency. To find out the competence of the intended students can be seen from their problem models. Participants know about student competence because when they joined

the program she also received the 'Instruction Design' course.

Extract 1.1

Mawar   *"Kita tahu materi dari melihat modul siswa, kita juga mengerjakan soal dari modul siswa. Nanti kita tahu capaian siswa dari bentuk latihan soal"*

"We know the material from looking at the student modules, and we also do the questions from the student modules. Later we will know the student's achievements from the form of practice questions"

Another participant, named Melati said his school in this program implementation of KTSP. Schools do not use RPP as lesson plans.. And the teacher's handle when teaching is only using the student module(TEMA). This participant also received the 'Instruction Design' course. She told that she had been able to make a lesson plan named RPP from the course. In their RPP they include learning objectives up to step by step in implementing the strategy they determine.

Extract 1.2

Melati   *"Kita tidak bikin rpp, dan gurunya juga tidak membuatnya. Kita belajar menggunakan modul siswa. Modul siswa ini menjadi pegangan guru. Biasanya kelas diserahin ke kita, jadi kita melanjutkan tema"*

"We learn based on the student module. So we don't make lesson plans, and the teacher doesn't make lesson plans either. The teacher's handle is only the student module. Usually, the class is handed over to us. We will continue the theme from the previous meeting"

KTSP is applied by teachers because teachers do not master the K13 curriculum. This uneven implementation of the curriculum was due to the lack of counseling on the K13 curriculum in their area so many schools still used the previous curriculum.

Extract 1.3

Mawar   *"Karena kurikulum baru tidak bisa diterapkan, jadi kembali menggunakan KTSP"*

> *"Because the new curriculum could not be implemented, schools returned to using KTSP"*

On the other hand, Mawar mention, she is there as a teaching assistant teaching in online learning. Learning that should be online as a solution to restrictions during the pandemic, it turns out that learning from home cannot be fully carried out due to the unsupportive school environment. Therefore, Mawar and her team reflected on this condition by analyzing the policy restrictions and the lack of learning support. Mawar and her team created a program to teach students by visiting students' homes.

Extract 1.4

Mawar   *"Mahasiswa disana jadi guru pendamping, jadi yang mengisi materi wali kelas dan tugas kita mendampingi. Jadi, di tiap pelajaran, ada beberapa dari mereka yang tidak mengerti, mungkin dampak dari pembelajaran yang sebelumnya melalui daring. Banyak terkendala seperti tidak punya handphone atau sinyal susah.*

Berdasar tantangan tersebut kita mengajar dari pintu ke pintu"

"Students there become accompanying teachers, so they fill in the homeroom materials and our assignments are to accompany them. So, in each lesson, there are some of them who don't understand, maybe the impact of previous learning through online. Many are constrained, such as not having a cell phone or poor signal. Based on these challenges we teach from door to door"

All explanations from the participants indicated that the RPP was needed for online learning and offline learning. Even if it's not in the form of a RPP, at least make an easy lesson plan. So this preservice teachers will also know the achievements that have been achieved and those that have not been achieved. Preservice teachers who have mastered this ability can help teachers who cannot make lesson plans. This is as said by the participants that there are students who do not understand the material being studied. Therefore, the

following will discuss reflections on strategies of teaching and learning.

2. *The Ability to Use the Strategies of Teaching and Learning*

The data findings show that using strategies can help preservice teachers carry out learning to completion. Because data shows that teacher teaching applications have not fully helped students learn in class. Mawar admits that she uses several ways to complete the lesson. Changes are also shown by the activeness of the students, they are very enthusiastic even though school hours are over.

Extract 2.1

Mawar *"Kadang kita belajar sambil bermain. Kita pernah bawa buah tangan untuk anak-anak. Saat mengajar, buah tangan kita buat hadiah yang bisa jawab pertanyaan dari kita. Jadi motivasi untuk mereka tetap belajar, semisal waktu pulang, kita ada kuis. Kalau bisa menjawab, dikasih hadiah"*

"Sometimes we learn while playing. We once brought souvenirs for the children. When teaching, our hands make gifts that can answer

questions from us. So the motivation for them to keep studying, for example when we go home, we have money. If you can answer, you will be given a prize"

In addition, Mawar's statement regarding the strategy of using Games can be seen from the activity documentation.

Picture 2.1 Documentation of the strategy of using Games

Slightly different from Melati's experience regarding the methods used. She explain used mixed method between the lecture method and using the media. She saw the method

used by the teacher was very monotonous, so she tried to combine the methods he knew.

> **Extract 2.2**
>
> Melati "*Jadi saat kita mengajar, pakai metode ceramah dibarengi dengan media menarik seperti suara dan gambar dari laptop"*
>
> "So when we teach, use the lecture method accompanied by engaging media such as sound and pictures from a laptop"

The focus of the strategy in teaching activities is the changes experienced by students towards the specified competencies. Being able to use several strategies and also evaluate students is a skill that must be possessed by pre-service teachers. So that they are also able to reflect on themselves as well as teachers in teaching in class. Therefore, the last secyion will discuss use media for teaching and learning.

3. *The Ability to Use Media for Teaching and Learning*

The use of technology can be an innovative learning media to produce effectiveness in teaching. The media can be in the form of applications, images and sound. In line

with what Mawar said, he uses technology in the form of learning applications. He also added that he could make learning that has integrated several subjects.

Extract 3.1

Mawar   "*Saat daring kita pakai* Quizizz. *Latihan soalnya campur, ada 25 soal terdiri dari matematika, PKN, bahasa Indonesia, IPA, bahasa Inggris.*"

"When online we use Quizizz. The practice questions are mixed, there are 25 questions consisting of mathematics, PKN, Indonesian, Natural Sciences, English"

From Mawar's statement, implementing online learning with Google Meet. Google meet was chosen by the Mawar team as an online learning medium, which can be seen from the activity documentation.

Picture 3.1 Documentation of the use of google meet
as a media

In addition, Mawar's statement regarding the use of Quizizz media can also be seen from the activity documentation.

Picture 3.2 Documentation of the use of quizizz as a
media

Similarly, Melati said she uses songs to provide knowledge about folk songs. In addition, it was difficult for the school environment to get a signal.

Extract 3.2

Melati   "*Pernah kita pkai musik, lagu daerah tepatnya. Selain mereka tidak pernah tahu lagunya, kendala lain yaitu minimnya sinyal*"

"We used music, folk songs to be precise. As long as they never know the song, another obstacle is the lack of signal"

Mawar also complain that using of media is also not going well. She is constrained by the limited ability of students in online learning. Where many students don't have devices, have difficulty signaling, even internet quota runs out.

Extract 3.3

Mawar   "*Ada guru yang datang ke rumah siswa saat pembelajaran daring. Disisi lain saat pembelajaran daring, ternyata siswa hanya beberapa. Sebagian tidak punya hp*

karna memang di daerah tersebut masih berkembang dan bisa dibilang belum maju"

"Some teachers who come to students' homes during online learning. On the other hand, when learning online, it turns out that there are only a few students. Some don't have cell phones because the area is still developing and you can say it's not advanced yet"

Using the media helps them in teaching but they also have to adapt to school conditions. In these uncertain conditions, preservice teachers are expected to be able to carry out learning at school or from home. From data, preservice teachers tries to reflect back on the limited use of media by the environment. Under these conditions preservice teachers do not fully teach using media that cannot be implemented.

B. *Discussion*

The results of interviews with 2 pre-service teacher respondents include the need for good lesson planning, and creative innovations to build student attention, and it is also

necessary to know that this activity is social in nature, namely helping areas that have inadequate facilities for learning and learning.

That in reflection of Kampus Mengajar program, the preservice teachers must have the ability to make lesson plans. In line with Widiyanto & Wahyuni (2020) saying that teaching ability is supported by the ability to make lesson plans. He also explained that the implementation of learning is the actual implementation of the implementation of the lesson plan made by the teacher, with a good lesson plan, the goals that have been set will be achieved. In the RPP learning steps are prepared with an approach that is appropriate to the material and learning outcomes. The same thing was conveyed by Sabirin (2012: 117), learning planning is a systematic process in guiding, assisting, and directing students to have learning experiences and achieve learning goals that have been set with the steps of preparing learning materials. In this case it is clear that before teaching it is necessary to prepare a good lesson plan. So teacher competence must also be prepared to carry out well-planned learning..

In addition, a good lesson plan is also followed by appropriate learning strategies. Reflection on learning strategies needs to be done by the preservice teachers, so as not to create a monotonous learning atmosphere. Competence in mastering learning strategies is the teacher's behavior in ensuring the way

the material is delivered is by the learning objectives. In this case, also aims to arouse student motivation. Motivation will learn as well as encouragement to question prejudice if students get the right teaching strategy (Sarode, 2018). He also mentioned some of the impacts of implementing good teaching strategies are that students become the center of the learning process. Moreover, according to him, because the tasks given by the teacher are collaborative, it encourages students to be involved and focus on learning. So that learning using the lecture method by the teacher gets less response from students, while preservice teachers get a better response from students.

Reflection on learning media can support more educative learning. As Nasution (2018) said, knowledge and skills in using technology are important abilities that must be possessed by preservice teachers. He also said that being able to utilize and choose the right technology in learning is an ability that is expected to provide the best for students. This change is indicated by the increased attention of students during the use of video and audio media. In addition, in Falahudin (2014), preservice teachers must be creative by understanding the selection of learning models and the use of learning media that are in accordance with the general goals and specific objectives of learning.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, conclusion and suggestion from the study of research are presented in the following. The first section is the conclusion and the next section is the suggestion.

A. Conclusion

The purpose of this study is the reflection of pre-service teachers in the Kampus Mengajar program. Interviews with two participant then supporting with the documentation of program.

It was generally concluded that the two participants reflected on the learning of the program. The reflection is divided into 3, reflection on the ability to make learning tools, reflection on the ability to use strategies, and reflection on using the media. First, learning tools include how teachers plan lessons in the program. They have to reflect by looking at online or offline forms of learning. The plan must have learning objectives. Second, the strategy includes how the preservice teacher conveys appropriate learning. They must reflect on the methods used to make learning fun. Third, the media includes the learning tools used by their teachers must be able to reflect the media related to learning models as well as learning objectives.

Aspects that affect the results of student reflections include: (1) lack of learning facilities, (2) calculating weeks effectively and

inaccurate time allocation so that learning is not efficient, (3) students' difficulties in English pronunciation. Based on what I convey in this research, it is hoped that it can help teachers and prospective teachers to reflect on the teaching that has been done. This will trigger the sensitivity of the maker to improve the quality of the employer by considering the existing data in the class.

B. Suggestion

Considering the conclusion above, some suggestions are proposed which hopefully will be beneficial for student, the organizer of the Kampus Mengajar program, institution. There are two expected suggestions as listed in the following:

1. This research only focuses on student reflections related to the program being carried out, therefore, a further research should focus students and teacher class.
2. This research used case study, which only has 2 participants. Then also look at the larger scope.

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APPENDIX

Appendix 1: Transcript Data

Transcript Student 1 (mawar aka Ayu)

Peneliti	:	Anda seorang mahasiswa jurusan pendidikan, apa yang Anda persiapkan sebelum mengajar dikelas?
Mawar	:	Kita satu kelompok ada 3 orang, tapi dari kampus yang berbeda. Kita sepakat untuk membuat RPP sendiri. Sebenarnya, kita tidak dituntut untuk membuatnya.
Peneliti	:	RPP itu adalah rancangan pembelajaran, nah bagaimana anda membuatnya?
Mawar	:	Kita tahu materi dari melihat modul siswa, kita juga mengerjakan soal dari modul siswa. Nanti kita tahu capaian siswa dari bentuk latihan soal.
Peneliti	:	Ada ATP atau dulu disebut silabus sebagai acuan dari rencana pembelajaran. Mengapa perlu kita membuat soal dari buku?
Mawar	:	Karena kurikulum baru tidak bisa diterapkan, jadi kembali menggunakan KTSP.
Peneliti	:	Apakah mahasiswa saat mengajar bertanggung jawab secara penuh terhadap kelas?
Mawar	:	Mahasiswa disana jadi guru pendamping, jadi yang mengisi materi wali kelas dan tugas kita mendampingi. Jadi, di tiap pelajaran, ada beberapa dari mereka yang tidak mengerti, mungkin dampak dari pembelajaran yang sebelumnya melalui daring. Banyak terkendala seperti tidak punya handphone atau sinyal susah. Berdasar tantangan tersebut kita mengajar dari pintu ke pintu.
Peneliti	:	Saat mengajar, bagaimana anda mengelola kelas? Disitu kalian mengajar di jenjang SD. Fokus belajar siswa SD mudah teralihkan. Misal, temannya bermain dia ikut bermain.
Mawar	:	Kadang kita belajar sambil bermain. Kita pernah bawa buah tangan untuk anak-anak. Saat mengajar,

buah tangan kita buat hadiah yang bisa jawab pertanyaan dari kita. Jadi motivasi untuk mereka tetap belajar, semisal waktu pulang, kita ada kuis. Kalau bisa menjawab, dikasih hadiah.

Peneliti	:	Bagaimana kesiapan anda melaksanakan pembelajaran yang mungkin likukan online ataupun daring?
Mawar	:	Saat daring kita pakai Quizizz. Latihan soalnya campur, ada 25 soal terdiri dari matematika, PKN, bahasa Indonesia, IPA, bahasa Inggris.
Peneliti	:	Peneliti Apakah saat itu kondisi sekolah sudah siap melakukan pembelaran daring?
Mawar	:	Guru memberikan pembelajaran dengan datang ke rumah siswa. Hal itu dilakukan karna sedang dalam masa pandemi. Disisi lain saat pembelajaran daring. ternyata siswa hanya beberapa. Sebagian tidak punya hp karna memang di daerah tersebut masih berkembang dan bisa dibilang belum maju.

Transcript Student 2 (melati aka Erlina)

Peneliti	:	Anda seorang mahasiswa jurusan pendidikan, apa Anda persiapkan sebelum mengajar dikelas?
Mawar	**:**	Kita sudah membuat proposal. Proposal itu terdiri dari apa namanya apa bagaimana kita nanti gitu kan yang itu pasti kita jalani selama 5 sampai 6 bulan.
Peneliti	:	Bagaiamana pembelajaran dikelas? Apakah calon guru membuat RPP sebelum mengajar?
Mawar	**:**	Kita tidak bikin rpp, dan gurunya juga tidak membuatnya. Kita belajar menggunakan modul siswa. Modul siswa ini menjadi pegangan guru. Biasanya kelas diserahin ke kita, jadi kita melanjutkan tema.
Peneliti	:	Apakah mahasiswa bertanggung jawab secara penuh terhadap kelas? Materi sampai penilaian apakah dipegang mahasiswa?
Mawar	**:**	Mahasiswa disana jadi guru pendamping, jadi yang

		mengisi materi wali kelas dan tugas kita mendampingi. Jadi, di tiap pelajaran, ada beberapa dari mereka yang tidak mengerti, mungkin dampak dari pembelajaran yang sebelumnya melalui daring. Banyak terkendala seperti tidak punya handphone atau sinyal susah. Berdasar tantangan tersebut kita mengajar dari pintu ke pintu.
Peneliti	:	Dengan kondisi tersebut, seperti pembelajaran bahasa, ada tentang mendengarkan dan membaca. Apakah ada pemanfaatan media saat pembelajaran?
Mawar	**:**	Pernah kita pakai musik, lagu daerah tepatnya. Selain mereka tidak pernah tahu lagunya, kendala lain yaitu minimnya sinyal.

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