Implementation of Teaching Campus in EFL Classroom: A Case Study of an Elementary School in East Java

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Abstract. This study aims to describe (1) the planning of the Teaching Campus in the EFL classroom context, (2) the implementation of the Teaching Campus in the EFL classroom context, and (3) the obstacles encountered in implementing the Teaching Campus in the EFL classroom context. This study is descriptive and employs a qualitative approach. Researchers collected data through observation, interviews, questionnaires, and documentation. The data analysis includes steps such as data reduction, data presentation, and conclusion drawing or data verification. According to the study's findings, (1) during the planning stage, teachers and students conduct online learning and students prepare activity plans based on the school curriculum, and (2) during the implementation stage, students' enthusiasm for learning is very high, particularly in English subjects. Furthermore, the use of audio media can stimulate children's interest, and (3) the difficulties encountered are related to preparing material for teaching English because there is no English subject in primary school.

Keywords: EFL Classroom, Implementation, Teaching Campus

1. INTRODUCTION

Education is critical and one of the long-term development goals that must be fulfilled, especially in Indonesia. Education prepares individuals to experience challenges now and in the future (Friedman in Molnar, 2021). Education is also defined as a sustainable and interconnected element (Rieckmann, 2018), while education is defined as values, knowledge, experience, and skills for the provision of life in the future. This demonstrates the importance of education in everyone's life. As a result, the government will continue to work to ensure that the community receives a respectable and high-quality education (Ristekdikti, 2022). The goal is to educate the nation's future generations so that there is no lack of knowledge and the nation can progress toward feasible development. The existence of educational stagnation in this case illustrates the existence of a knowledge gap, which can impede the progress of a nation's sustainable development. This refers to the national

education goals that have not been fully implemented. So, there are still many students who experience educational backwardness.

Bloom asserts in Zorluoglu et al. (2019) that the taxonomy (categorisation) of educational goals must include three main elements inherent in students: (1) the world of mental processes, (2) the domain of values or attitudes, and (3) the domain of skills. These three factors are undeniably beneficial in achieving educational objectives in compliance with the national education system. Furthermore, in an attempt to do so and obtain this information, students must engage in a system known as learning. Slameto in Fadillah (2016) defines learning as a procedure in which an individual strives to enhance their ultimate actions as an outcome of interrelationships with others. In contrast, Hamalik in Windra (2022) defines learning as shifting behaviour through interaction with the environment or individual behaviour in a positive or more advanced direction. To sum up, learning is the process of changing one's behavior to be more favorable in conformity to aforementioned, the government allows an effort to design and execute educational programs aimed at educating the entire community, especially the nation's future generation, in order to achieve appropriate learning for students and educational goals with the release of a program to implement robust education practices.

Merdeka Belajar Kampus Merdeka, or MBKM, is a new policy introduced by the Minister of Education and Culture via Permendikbud Number 3 (Kementerian Pendidikan dan Kebudayaan, 2021b). MBKM is designed to enhance student competencies, which might be immensely useful for students entering the workplace and society. *Merdeka Belajar Kampus Merdeka* (MBKM) was established based on Permendikbud No. 3 of 2020 relating to National Standards for Higher Education (SN-Dikti) (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, 2020). MBKM introduces substantial changes, and universities must respond accordingly. The accomplishment of MBKM implementation in higher education is assessed by utilising eight Key Performance Indicators. (Dikti, 2020).

In addition, the government has initiated a compulsory education program, one of the educational programs undertaken in Indonesia, based on Indonesian government regulation number 47 of 2008. Because each nation's compulsory education system is distinctive, this program is tailored to the government rules of each nation (Bellei & Munoz, 2021). In Indonesia, compulsory education is a basic education mandated by the government that is to be implemented nationwide. Regrettably, the initiative has not been successful because it continues to face several issues and obstacles in its implementation (Rolos et al., 2022). Consequently, the government should implement a workable alternative that is successful and highly regarded by society. This might be followed by strengthening teaching methods to expand active learning.

The COVID-19 epidemic caused teaching method authorisation issues because the immediate face-to-face teaching and learning process had to be replaced with distance learning. After all, only some facilities sustain the community, so this is not a simple factor to acknowledge in all contexts. In Indonesia, distance learning is not a relatively new concept. Nevertheless, not everyone has had the opportunity to participate in distance education. In a broad sense, access issues and technological limitations impede distance learning in Indonesia. One of the government's initiatives is the Teaching Campus program. As part of the MBKM policy, the Ministry of

Education and Culture coordinates this program. The execution of this program has been adapted to the periods and current situations so that graduates of this program can respond to the rising development of education. This Teaching Campus program was developed to allow students to serve as a solution for primary school students to take lessons during the pandemic.

The period of the Fourth Industrial Revolution had a primary demand: mastery of integrated literacy and numeracy elements. A breakthrough in education is required to maximise this expertise, one of which is the MBKM initiative. This curriculum is anticipated to increase graduates' competency, both soft and hard skills, to be more prepared and relevant to the demands of the times, and to prepare graduates as superior, moral, and ethical future leaders of the nation. The core of independent learning is that students will have the flexibility to think independently or in groups to produce better, critical, creative, collaborative, inventive, and active students in the future. It is intended that the autonomous learning program would promote student participation in learning (Widiyono et al., 2021). Furthermore, Campus Teaching is a form of student concern for the education of elementary school students, both in rural and urban areas, who are currently experiencing very uncomfortable conditions. Students are required to keep studying, while they cannot meet face-to-face with teachers or friends, which is a challenge for the world of education in the future.

The Fundamental Education Program is based on Universal Basic Education, which essentially means providing all students equal access to basic education (Hestina & Melinda, 2022). Education is the most important factor in reducing poverty and increasing overall prosperity. Furthermore, according to World Bank data (Hasanah et al., 2017), there are 61 million out-of-school children worldwide, with the vast majority residing in impoverished countries. This demonstrates that learning and education outcomes are frequently poor in developing countries, particularly among low-income people. As a result, the World Bank's 2020 target is to educate all children. This program is a solution for teachers because it alleviates the burden that must be borne during distance teaching, which can be described as difficult. This program benefits teachers and students and assists elementary students in developing their potential at elementary education units by teaching students (Kementerian Pendidikan dan Kebudayaan, 2021a). This Teaching Campus activity enables university students to lend a hand with elementary school operations, technology adaptation, administration, and literacy and numeracy learning.

Regarding Teaching Campus implementation, this program was created as a means or medium to strengthen learning during COVID-19. Implementation is understanding what occurs after a program has been declared effective or established. This is the focus of policy implementation recognition, namely events and activities that occur following the ratification of state policy guidelines, which include implementation actions and those that have a tangible impact on the government, community, or occasion. According to Jones' theory (Harris & Jones, 2018), implementation is defined as activities to put a program into effect (the process of recognising the program until it shows results). In contrast, Horn and Meter (Hutagalung & Kurnani, 2021) define implementation as actions by formal and informal people (or groups) that are accomplishments or goals set in prior policy (actions taken by the government). As a result, policy implementation is a step taken after defining a policy. The implementation of a policy is how it achieves its goals.

Furthermore, Lister claims that implementation is concerned with how far the planned direction is truly pleasing. Grindle in Hutagalung & Kurnani (2021) defines implementation as a generic administrative activity that can be evaluated at the program level.

This is consistent with George's (2016) policy theory that important variables such as communication, resources, disposition, and the bureaucratic system must be considered. According to Grindle in Wahab (2021), two key variables influence implementation success: policy content and implementation settings. The variables are as follows: (1) To what extent do the policy's objectives reflect those of the designated group or groups? (2) The types of benefits the target group provides (3) How extensive is the intended policy change? (4) Is the location of a program correct? (6) Does a policy state who is responsible for carrying it out? (7) Does a program have sufficient resources?

According to Rosita & Damayanti's (2021) research, implementing the Teaching Campus program benefits elementary schools affected by the COVID-19 pandemic. In this activity, students offered to conduct mobile learning at the school to assist parents with difficulty learning at home. Students also assist teachers with technological adaptations such as assigning homework through Google Classroom, WhatsApp, and Zoom. Furthermore, according to the Ministry of Education and Culture's directive, students assist the school administration system by recording all existing facilities and infrastructure and completing the 2020 COVID-19 School Self-Evaluation. As a result, it is said to have complied with the Ministry of Education and Culture's regulations.

The Teaching Campus program was designed for elementary schools to optimise literacy and numeracy learning. University students in the Teaching Campus program should fulfil the Ministry of Education and Culture's requirements. Participants who pass will also be allowed to teach at the schools they chose when registering, which are located near their respective domiciles. Afterwards, the participants were given online learning materials to complete before entering the field. According to the Ministry of Education and Culture of the Republic of Indonesia, the Teaching Campus program will run for 12 weeks. Students who participate in the program will be guided by one teacher to carry out the learning process. Students will help to support teachers in providing lessons using knowledge acquired from lectures and provide material before proceeding into the field during this program. Furthermore, Teaching Campus participants help teachers assess students according to the curriculum. The following actions must be taken before introducing independent learning: a) Principals, develop policies that promote the adoption of autonomous learning; and b) Teachers. c) Learners; the psychology of students should be in a state of readiness and a happy mood, beginning to be accustomed to critical thinking and always being curious and able to analyse open questions, d) Guardians of students and the environment; actively involved in monitoring student learning outcomes and supporting continuity between school, home, and the environment, e) Office of Education and Culture; give training to increase teachers' competency and prepare assistance for the implementation of independent learning. Implementing the Teaching Campus program aims to empower students to assist the teaching process in elementary schools around the village/city where they live. In detail, the objectives of the Teaching Campus program are (1) Maximizing the online/offline student learning process; (2) Assisting

the adaptation of technology in the learning process both offline/online; (3) Assisting teachers in implementing learning from home or face-to-face at school, especially in learning, literacy, and numeracy; and (4) Improving school community understanding of the importance of health protocols amid a pandemic (Rosita & Damayanti, 2021).

According to Gebhard in Alina & Lavinia (2018), EFL (English as a Foreign Language) is English acquired by people who live in places where English is not the first language. The primary goal of studying English is to pass the exam. After that, the students can continue their high school and college education. This is directly related to academic success. Success is closely related to our ability to accurately determine the goals and targets we have set. As a result, learning success can be defined as an achievement resulting from the ability to carry out learning to achieve learning goals. Several factors influence learning success, including the following (Ravshanova & Isanova, 2020): Understanding is the level of ability required for someone to comprehend the meaning or concepts, situations, and facts with which they are familiar. (c) Trust is an important factor that can help students and teachers overcome critical and complex situations; it is also an important asset in developing long-term relationships. (d) Competence is the ability to perform a job based on skills and knowledge, supported by an attitude toward the work required.

2. METHOD

A descriptive research design with a qualitative approach was used in this study. According to Mantra in Siyoto (2015), qualitative methods produce descriptive data in words or words from people and observable behaviour. The descriptive research design describes the implementation of Teaching Campus in the EFL classroom. This research was conducted in SDN Jombok 2, a village in East Java. The authors used two types of data sources in this study: primary data sources and secondary data sources. The authors obtained primary data sources through interviews with sources and documentation, while secondary data sources came from articles, books, journals, magazines, and other supporting literature. Data is collected through observation, interviews, and documentation. This study's data analysis includes three models: data reduction, data presentation, and drawing conclusions or data verification.

3. RESULT

3.1. Teaching Campus Preparation in an EFL Classroom

Several things were learned during the planning of the Teaching Campus program, based on the results of interviews with an informant who has attended the Teaching Campus program at SDN Jombok 2. The informant, a Teaching Campus program participant, admitted that she was given direction and a briefing before going directly to the field, such as teaching in class, assisting with school administration and working in the library. This is because the informant's school has many administrative issues, such as being neglected in the school and the office.

"We were given briefings before heading out into the field. For example, the teacher allowed me and my friends to teach in class while assisting with

school administration and the library. Because there used to be much administration at the school where I used to teach, both in school and in the office, and many things that were not taken care of." (Interview 23/04/2022)

Furthermore, participants in the Teaching Campus program must consider several factors. Participants also admitted that they and the teachers were given various materials to use during the program.

"The components under consideration must be able to evolve, innovate, and grow. Then, both teachers and students are given materials that correspond to what will be taught later." (Interview 23/04/2022)

Participants admitted that English lessons were adjusted to the syllabus during the planning stage.

"*Before teaching, I double-checked the appropriate material to be given to the students by the syllabus and Teaching Campus program directions.*" (Interview 23/04/2022)

3.2. Use of Teaching Campus in the EFL Classroom

The informant admitted that the weekly teaching hours are unpredictable when implementing the Teaching Campus at SDN Jombok 2. Meanwhile, daily activities provide new opportunities for enjoyable learning.

"The timing was uncertain at the school where I ran the Teaching Campus program. A week can only teach a few days at a time, and even then, it is not full teaching. Sometimes we do not even teach. My teaching activities provide interesting learning innovations, such as incorporating games into the learning. Outside the classroom, we assist teachers with exam preparation by introducing technology such as Zoom, Google Meet, etc." (interview 23/04/2022)

The resource people used lecture and discussion learning methods in their learning strategies while teaching English at the Teaching Campus program. The source also stated that the strategy was well-received.

"I use the lecture and discussion learning method, and it can be accepted." (Interview 23/04/2022)

During the pandemic and the Teaching Campus, audio media and media boards were used as learning media for students in English subjects. Furthermore, the informant mentioned that several media outlets matched the student's personality.

"Using board media and audio media. They like the outcome, especially on audio media, because they are captivated by the media." (Interview 23/04/2022)

Furthermore, by using these media, students can better understand English

lessons.

> *"Fortunately, students understand English lessons well when they use media. Only a few students have difficulty following the pronunciation in English in the audio media; the rest can do so easily."* (Interview 23/04/2022)

Teaching Campus activities at SDN Jombok 2 are implemented online using WhatsApp. When Teaching Campus participants teach, students are always motivated. Parents' attitudes toward the Teaching Campus program during the pandemic benefit participants, teachers, and students. The government also provides facilities during the Teaching Campus program.

> *"Learning went easily and efficiently, and at the elementary school where I taught the Teaching Campus program, learning was accomplished through the WhatsApp application. Nonetheless, students are always motivated, thanks to parental support. The government only provides financial assistance in terms of facilities."* (Interview 23/04/2022)

3.3. The Challenges of Teaching in the Teaching Campus Program in an EFL Classroom

The informant admitted that she faced numerous challenges during the Teaching Campus program. These difficulties, however, are manageable. Similarly, parents are not fully supportive of online learning.

> *"Parents are unsupportive because they believe that offline school is superior to online school, because children online are disinterested in learning and assignments assigned by their teachers."* (Interview 23/04/2022)

Moreover, regarding infrastructure for school operational activities, teachers and students face challenges due to limited facilities during the Teaching Campus program.

> *"Library books, for example, are not properly recorded. As a result, many books were left unattended while we were there, because some were harmed or for other reasons." (Interview 23/04/2022)*

The informant admitted that she encountered several difficulties while teaching English subjects at school during the implementation of this Teaching Campus. For example, there are no English classes at SDN Jombok 2, and it is not easy to find materials due to the different grade levels.

> *"The difficulty encountered when teaching on campus was that I did not have English subjects in elementary school, so when I wanted to teach them English, they seemed uninterested and also did not want to be taught English, and secondly, there were no English subjects, so there was no English book. I also had difficulty locating appropriate materials for them to learn at various grade levels." (Interview 23/04/2022)*

Another issue is that students do not have handbooks for learning methods.

"What kind of learning method will I give them, given that there is no handbook for me to learn in this manner?" (Interview 23/04/2022)

As a result, students experience anxiety when confronted with English lessons, particularly during the pandemic, during the Teaching Campus program.

"For concerns about the difficulty of understanding English lessons. Because students are accustomed to not having English classes, they complain that they do not understand what is being taught. When there is an English lesson, however, not all students complain." (Interview 23/04/2022)

Some materials are difficult for students to learn during learning. As a result, the informant must anticipate the best strategy to overcome this.

"The challenging content concerns grammar and pronunciation because elementary school children do not understand proper grammar arrangement, and I do not have English lessons in elementary school. My strategy is to help them correctly spell the alphabet in English, and I occasionally play videos about the intended material so that they can follow what I teach." (Interview 23/04/2022)

3.4. Discussion

According to the statement, there are numerous factors to consider when developing the Teaching Campus program, such as creating activity plans and, most importantly, focusing on the learning component. Based on the findings of the interviews, students and teachers participated in online learning and teaching activities throughout the Pioneer Teaching Campus initiative's early stages. Participants in Teaching Campus agreed that they were given instruction and a briefing before immediately heading to the field and were assigned various tasks to complete while at school. Because the dynamics and changes in education that are felt today are so dynamic, especially the rapid progress of information technology, learning models must be able to respond to problems, resulting in a shift in the role of instructors or lecturers, rather than merely central learning. The foundation of the sociology of education is a set of assumptions that serve as a starting point in the context of sociological education practice and/or study. The sociology of education includes the following topics: teacher-student interactions, class or school group dynamics, the structure and function of education, community systems and their effects on education, how to implement the sociological foundation of education in Indonesia, and what the sociological foundation of education means for Indonesian education.

Universities are expected to be committed to providing and facilitating the MBKM Program as mandated by Permendikbud RI No. 3 of 2020, as well as those described in the Free Learning Guidebook-Free Campus published by the Ministry of Education and Culture. Thus, there are nine MB-KM Programs, namely (1) Student Exchange, (2) Professional Work Practices, (3) Teaching Assistance in Education Units, (4) Research/Research, (5) Humanitarian Projects (6)

Entrepreneurial Activities, (7) Independent Study/Project, (8) Village Development/Project, and (9) State Defense Training. The stages that need to be prepared by universities for the implementation of Merdeka Learning - Merdeka Campus have general requirements, namely, students come from accredited study programs, and students are actively registered at PD Dikti. Specific requirements are in the form of programs implemented, compiled, and mutually agreed upon between universities and partners. The Independent Learning Program can be in the form of a national program prepared by the Ministry or a program prepared by a university registered in the Higher Education Database.

This is consistent with George C. Edwards' (George, 2016) policy theory, which states that critical elements such as communication, resources, disposition, and the bureaucratic system must be examined. Establishing good communication between students, teachers, and schools is critical before starting the Kampus Mengajar program activities. Furthermore, the government is important in directing individuals who will travel to the field immediately. According to the participants, the purpose of these directives is to create learning materials, especially since there is no English class at the school where the informants are located, making this a new problem.

Student-led activities such as supporting school operations, adapting technology, assisting with administration, and assisting instructors in giving student academic evaluations are examples of other types of communication used throughout the Teaching Campus program. Of course, effective communication with instructors and the school is required. Another important aspect of this program is the current human resources, which include all participants and students. Meanwhile, the government's directives may obtain the disposition, which is described as the implementer's personality and attributes such as devotion, honesty, and democratic nature. Participants, in this case, students who are assigned to the field right away, are linked to the bureaucratic structure in charge of policy implementation.

In the early stages of the Teaching Campus program, students and teachers participate in online learning and teaching activities. Even if they do not receive complete parental support for the online Teaching Campus program, students can create a positive environment in which they are eager to learn, even amid a pandemic. The informants' learning model at SDN Jombok 2 is lectures and discussions. With an uncertain teaching time, students continue to prepare materials for delivery, even though learning English is a new experience. Furthermore, audio and boards are used as learning media.

Because information system services and learning media are critical in teaching and learning activities, they are expanding in education. As a result, implementing the Teaching Campus program at SDN Jombok 2 can be described as seamless. This can be seen in activities that align with the key components of the curriculum used in schools, particularly the 2013 Curriculum (K-2013), and there are no issues with either students as instructors or students, both of which can work well together. Furthermore, participants agreed that there were no impediments to learning English subjects and that they followed the approved syllabus.

Meanwhile, the implementation of the Teaching Campus program can be said to be smooth, owing to the enthusiasm of students who excel, particularly in English subjects. This can be seen in using media to capture students' attention and enthusiasm for learning. Furthermore, parental support boosts students' enthusiasm

and motivation in English classes. Furthermore, the distance learning in schools is severely constrained by logistical problems, and there is also a risk of losing effective learning practices. With students participating in the Teaching Campus program in schools, it is certainly expected to help implement learning in elementary schools, making learning more meaningful.

In addition, distance learning can cause students to lack the opportunity to hone their interpersonal and leadership skills. The Teaching Campus Program, which is attended by students, is expected to provide them with the opportunity to hone their leadership and character, as well as gain hands-on experience in teaching. This Teaching Campus Program results from collaboration between the Directorate of Elementary Schools and the Directorate of Learning and Student Affairs, Directorate General of Higher Education, Ministry of Education and Culture, and the District/City Education Office. From the student's perspective, distance learning causes them to have fewer opportunities to hone their interpersonal and leadership skills. By participating in Pioneer Teaching Campus activities, students can hone their leadership and character and gain teaching experience.

Learning during a pandemic certainly cannot be done as usual. Thus, adjustments are needed in several aspects, including the module used. There needs to be an interactive module that makes it easier for students to learn. Therefore, the Ministry of Education and Culture provides learning modules for Distance Learning. However, the school is unaware of this module from the Ministry of Education and Culture. Campus Teaching students will convey this module to the school. Then, after the discussion, this module is used with adjustments/modifications in several parts. There are three modules: Student Learning Module, Facilitator Module for Parents, and Facilitator Module for Teachers.

Merdeka Belajar – Kampus Merdeka, launched by the Minister of Education and Culture, is a framework to prepare students to become strong scholars relevant to the times' needs and ready to become leaders with a high national spirit. The objective of the *Merdeka Belajar – Kampus Merdeka* policy, the program "right to learn three semesters outside the study program" is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation's excellence and personality. Experiential learning programs with flexible pathways are expected to facilitate students ' development according to their passions and talents.

Student Learning Module, which features contextual learning activities that may be completed by students accompanied by parents or other family members from home, will assist students in achieving literacy and numeracy competency in various disciplines. The Assistance Module for Parents includes suggestions for accompanying children. At the same time, they study suggestions for other literacy and numeracy activities that can be done, and an organisational table that summarises learning in one week, making it easier for parents to prepare their children's learning needs and strategies.

The Companion Module for Teachers includes an explanation of the module distribution mechanism, how to provide feedback for student performance assessments, a description of the KD mapping and module terms of reference, and an explanation of student activities during one week of learning so that teachers can continue to facilitate and monitor students when they study from home. Because of the epidemic, this learning module was purposefully created to be completed

remotely. This is the Ministry of Education and Culture's most recent module, and it will be distributed to schools through the Teaching Campus program's intermediary students. The module is divided into three sections: one for students, one for parents, and one for teachers. We communicated this module to the school and received positive feedback; we will immediately follow up on the Ministry of Education and Culture's learning module as a revolution in distant learning.

4. CONCLUSION

The implementation of the Teaching Campus program has been described as smooth, owing to the enthusiasm of outstanding students, particularly in English subjects, and the design of activities prepared by the curriculum used in schools, specifically the syllabus in the 2013 curriculum. Implementing the MBKM curriculum in response to technological development issues, with an OBE (Outcome-Based Education) based learning system that focuses graduates on learning objectives connected with scientific disciplines. The writing technique is qualitative, with in-depth observations of MBKM concerns and studies of the Minister of Education and Culture of the Republic of Indonesia's policies. The teaching methodology consists of lectures and conversations. During the learning process, the teacher uses online learning via WhatsApp technology. During the planning stage, teachers and students engage in online learning, and students plan activities to be carried out, such as preparing the significant components of learning. During the implementation stage, students' enthusiasm for learning was extreme in English-speaking subjects. The students have demonstrated completion of the key components of the 2013 Curriculum. Because English is not taught in primary schools, the difficulties encountered are related to the content to be produced.

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