

Pre-Service Teachers' Perception toward Teaching Skills Development: Experience in Teaching-Campus Program

¹Mega Mulianing Maharani*, ¹Noca Verona Arsiska Putri, ¹Elok Widiyati

¹English Education Study Program, Faculty of Languages, Literature and Culture, Universitas Islam Sultan Agung, Indonesia

***Corresponding Author**

Email: megamulianing@unissula.ac.id

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Abstract

Even though pre-service teachers are crucial to raising educational standards, there is a disconnect between classroom theory and real-world practice. Preservice teachers' perspectives on the Teaching-Campus Program's impact on their professional growth as educators are the focus of this research. The research team used quantitative methods and descriptive analysis to gather data from a closed-ended questionnaire. The questionnaire assessed eight different areas of teaching abilities: lesson planning, explanation, variation, questioning, reinforcement, classroom management, small group instruction, and small group discussion facilitation. With a mean score of 90.63 percent, the results demonstrated that the pre-service teachers' capacity to articulate ideas clearly and provide appropriate examples was the strongest competency. Questioning skills followed with a mean score of 90.00%, while opening and closing the lessons skills scored 89.69%. Reinforcement skills recorded a mean score of 88.33%, and classroom management skills reached 87.71%. Small group teaching skills and variation skills achieved mean scores of 85.32% and 85.00%, respectively. Guiding small group discussions skills obtained the lowest score of 80.94%, indicating the need for further improvement in this area. As a whole, the Teaching-Campus Program has helped prepare future educators for the classroom by connecting classroom practice with classroom theory. If they want to advance in their careers, they should get more training on how to lead group discussions and how to change up their teaching methods.

Keywords: pre-service teachers' perception; teaching-campus program; teaching skills

INTRODUCTION

Students in their final year of university who are participating in a program that prepares them to teach are known as "pre-service teachers" (Rosanja et al., 2024). Teaching practicums allow future educators to have hands-on experience in classroom settings as part of their degree programs. This is necessary before they assume full responsibility for classroom instruction (Eğinli & Solhi, 2021). Students preparing to become teachers will have the opportunity to put their classroom knowledge into practice during this practicum (Fadillah et al., 2024). Teaching practicum is a crucial component of the education system because it prepares future educators to deal with the real-world problems they will encounter in the classroom. This procedure helps bridge the gap between classroom instruction and students' actual experiences in the classroom by preparing future educators to apply what they've learned in the classroom.

In 2021, a program was established by the government to offer pre-service teachers the opportunity to gain practical experience. It is called "Teaching-Campus". It was initiated by

Nadiem Makariem as the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The goal of the program is to provide children with opportunities for learning and personal development outside of traditional classroom settings (bin Ladi & Soma, 2023). The goal is to enhance education and foster community involvement by providing extra assistance and resources to teachers and students so that they can volunteer to teach elementary and junior high school students in rural parts of Indonesia (Ramadansur et al., 2024). In addition to gaining valuable classroom experience, aspiring Indonesian educators may help bring the country's educational standards up to par with this program. In order to reduce educational inequality in Indonesia, this program highlights the significance of partnerships between schools and future educators.

Participating pre-service teachers in the Teaching-Campus Program have the opportunity to obtain classroom experience. This provides them with chances to put what they've learned in class into practice outside of the classroom. In this way, they can deepen their comprehension of principles related to education. They can hone their communication and leadership abilities through one-on-one interactions with pupils. They gain experience in motivating and communicating with a wide range of student personalities and learning styles. For them aspiring to teaching careers, this is crucial information to have (Apoko & Marcellinda, 2023). They can improve their professional skills and make a difference in Indonesian education through the Teaching-Campus Program. They who take part in this program not only get experience in the classroom, but they also grow in their sense of belonging and purpose as they prepare to become teachers themselves.

Pre-service teachers are sent to schools that are in need of academic support under this initiative (Suyadi et al., 2022). Teachers at participating universities will have the chance to participate in off-campus learning through this program (Ariani & Zulhawati, 2022) and engage with student populations in need of assistance and growth in educational settings (Sumani et al., 2022). It is expected that the pupils will be engaged and eager as they learn with their support. Lucky for them, they have had the chance to teach depending on their majority since 2024. A student majoring in English Education, for instance, might instruct others in the English language. Literacy programs were also something they had to be successful in. In this way, they do more than just impart information; they also foster an encouraging setting where students can learn and grow (Lu, 2022). This highlights the significance of establishing an interesting and supportive learning environment to facilitate the students' overall growth.

In order for learning to occur effectively, pre-service teachers need to master eight core teaching abilities. Teachers need these abilities to captivate and excite their students throughout the class, break down complex concepts into manageable chunks, and encourage active learning through questioning and discussion. In order to keep them engaged and motivated, pre-service instructors should be able to use positive feedback as reinforcement and adapt their teaching strategies and media accordingly. As part of their preparation to become educators, they should have experience leading small group discussions, managing classroom dynamics to foster an optimal learning environment, and instructing both individuals and small groups to meet their unique needs (Sipahutar et al., 2023). Improved learning environments and optimum their development can be achieved when they acquire and hone these abilities.

Taking part in the program and putting into practice the English teaching skills it offered was a great way to get experience in the field. Consequently, the purpose of this study is to inquire into how students feel about the Teaching-Campus Program and the abilities they get as a result. Gaining insight into their perspectives is crucial for determining if the program successfully nurtures their growth and improves their ability to teach. By examining these insights, the

researchers hope to determine whether the Teaching-Campus Program successfully prepares university students to be competent and confident educators in the future.

METHOD

Research Method

The purpose of this study was to investigate how students in the Teaching-Campus Program felt about their own teaching abilities using a quantitative research approach paired with descriptive analysis. The focus was on collecting numerical data to provide measurable insights into how these pre-service teachers perceive their teaching abilities.

Respondents

Perceptions of teaching abilities were the subject of this study, which included future educators from the Teaching-Campus Program. Students from an Islamic private institution made up the population, and forty students from the seventh Teaching-Campus Program classes of 2021 were selected for the research sample.

Instrument

The twenty-item closed-ended questionnaire served as the instrument's basis, adapted from (Sipahutar et al., 2023). The survey asked participants to rate their proficiency in eight different areas related to their teaching abilities. The questionnaire used in the Likert scale form: never, rarely, sometimes, and always. Researchers used the content validity form to have two experts evaluate each item on the instrument before it was used to ensure its reliability and validity (Yusoff, 2019).

Procedures

A descriptive analysis was performed on the collected data in order to investigate how future educators felt about the teaching abilities they had developed throughout their time in the Teaching-Campus Program. The descriptive statistics were used to analyse the data. Researchers converted Likert scale replies to ordinal scores from 1–4 before applying the descriptive formula. In this system, 'never' corresponds to 1, and 'always' corresponds to 4. This analysis gives a clear picture of how pre-service teachers perceived their teaching skills during the Teaching-Campus Program. It delivers a mean score and uses a percentage formula.

Data Analysis

To demonstrate the pattern, the researchers averaged the scores in each group. A combination of narrative explanations and statistical descriptions was used to make the information easier to understand. At this stage of the analysis, the researchers classified all responses (e.g., "never," "rarely," "sometimes," and "always") were presented separately under the table for clearer interpretation. This method's stated goal was to aid readers in making sense of the discovered patterns by providing a comprehensive analysis of the replies.

RESULTS

For students interested in becoming teachers, the Teaching-Campus Program is a great way to get hands-on experience in classrooms. Based on the premise put forth by Sipahutar et al. (2023). The researchers in this example sought to understand how pre-service instructors perceived. There are eight ways to characterize students' perspectives; (1) opening and closing the lessons skills, (2) explaining skills, (3) variations skills, (4) questioning skills, (5) reinforcement skills, (6) classroom management skills, (7) small group teaching skills, (8) guide small group discussions skills.

Opening and Closing the Lessons Skills

Table 1. Pre-service teachers' perception that they give clear objectives at the beginning and clarifying before closing the lesson

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I provided a clear objective at the beginning of each lesson	25	62.5	11	27.5	4	10.0	0	0
2. I encouraged the students to ask questions in clarifying any doubts before closing the lesson	28	70.0	10	25.0	2	5.0	0	0

Consistency in the application of this talent is demonstrated by the result. An average score of 89.69% was achieved for the competence to initiate and conclude lessons. It shows that the learning framework is being managed competently. In order to improve students' learning experiences as a whole, this skill is crucial for making sure that lessons start with solid preparation and conclude with solid knowledge. Still, for better outcomes, it's worth trying to be more consistent in outlining specific learning goals.

Explaining Skills

Table 2. Pre-service teachers' perception that they helped the students to understand the material

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I helped the students to easily understand the material.	28	70.0	12	30.0	0	0	0	0
2. I explained and gave the examples for each learning material.	23	57.5	16	40.0	1	2.5	0	0

The outcome demonstrates that they enhanced the students' comprehension by providing more clear explanations of the material. The average score for the explanatory skills was 90.63 percent, indicating a high degree of competence. This skill demonstrates that future educators have fully absorbed the method of presenting information in a way that maximizes the learning process for their students. Furthermore, students are more engaged when explanations and examples are used consistently; this helps them make connections between theory and practice, which in turn improves their learning outcomes.

Variation Skills

Table 3. Pre-service teachers' perceptions that they use variation techniques in teaching

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I employed a variety of technique in the teaching process.	21	52.5	16	40.0	3	7.5	0	0
2. I developed the material in a new way.	18	45.0	19	47.5	3	7.5	0	0

3.	I created interesting learning media to make it easier for the students to understand the material	23	57.5	17	42.5	0	0	0	0
4.	I used audio-visual media.	15	37.5	18	45.0	7	17.5	0	0

The outcome highlights the need for additional improvement in the range of approaches and activities. A mean score of 85.00% in the variation skills indicates a good degree of competency in establishing a varied and pleasant learning environment. However, a more substantial influence on students' learning could be achieved by the increasing utilization of media and a more consistent range of teaching strategies.

Questioning Skills

Table 4. Pre-service teachers' perception that they raised questions and gave the students time to ask and to answer

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1 I raised questions to the students.	26	65.0	12	30.0	2	5.0	0	0
2 I gave the students thinking time to ask and to answer	25	62.5	14	35.0	1	2.5	0	0

The majority were successful in using questions to enhance student participation and comprehension, according to the study. An outstanding capacity to foster an engaging learning environment and inspire students' active engagement was demonstrated by the questioning skills, which achieved an average score of 90.00%. This demonstrates that the preservice teachers have a firm grasp on how to ask questions that get students invested in the material and help them gain a deeper comprehension of it. As a result, this competency is becoming an important sign of effective teaching.

Reinforcement Skills

Table 5. Pre-service teachers' perception that they provided reinforcement expression

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1 I provided reinforcement expression to encourage the students.	29	72.5	10	27.5	1	2.5	0	0
2 I gave good response gestures and compliments to students who responded my questions.	28	70.0	10	37.5	2	5.0	0	0
3 I gave reinforcement by providing relevant and rational rewards to the students.	24	60.0	18	42.5	4	10.0	0	0

There is room for improvement in positive reinforcement, particularly when it comes to giving detailed feedback, as this finding demonstrates. An outstanding accomplishment in creating a favourable learning environment and enhancing students' intrinsic and extrinsic

motivation was demonstrated by the reinforcement skills, which achieved an average score of 83.89%. Additionally, it demonstrates that future educators recognize the value of incentives as a component of successful pedagogical practices for enhancing students' interest in and retention of course material.

Class Management Skills

Table 6. Pre-service teachers' perception that they manage and monitor the classroom

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I moved around and monitored the teaching and learning process.	25	62.5	10	25.0	5	12.5	0	0
2. I builded strong relationships with the students for effective classroom management.	23	57.5	17	42.5	0	0	0	0
3. Before interacting with the students in learning, I explained the learning objectives too.	23	57.5	12	30.0	5	12.5	0	0

Although there is always opportunity for growth, the outcome demonstrates that classroom management is done admirably. The average score for class management abilities was 87.71%, indicating a respectable degree of proficiency. However, in order to guarantee that every student achieves the best possible learning results, there is still space to enhance the regularity with which successful classroom management strategies are implemented.

Small Group Teaching Skills

Table 7. Pre-service teachers' perception that they adjusted their teaching methods based on the group's needs

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I adjusted my teaching methods based on the group's needs.	18	45.0	19	47.5	3	7.5	0	0
2. I ensured all the students actively participate in small group discussions.	21	52.5	16	40.0	3	7.5	0	0

While there is room for development in terms of consistently giving clear and effective directions, the results suggest that most have good abilities when it comes to designing activities and offering guidance during small group teaching. A mean score of 85.32% was achieved by the small group teaching skills, indicating a high level of proficiency in establishing an inclusive and engaging learning atmosphere. But, in order to guarantee that all students have an equal chance to participate and succeed in small group learning, pre-service teachers must continue to refine their methods.

Guide Small Group Discussion Skills

Table 8. Pre-service teachers' perception that they divided the group every time during a discussion

Items	Always		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
1. I divided the group every time during a discussion.	17	42.5	16	40.0	7	17.5	0	0
2. I directed the class discussion carried out by the students.	13	32.5	23	57.5	4	10.0	0	0

The majority of teachers currently have a good grasp of leading small group conversations, according to the table, but they might do a better job of keeping students' attention and providing them with consistent, clear directives. With an average score of 80.94%, the guide's small discussion talents demonstrate a respectable aptitude for leading such gatherings. This demonstrates that the majority of future educators are aware of the significance of student participation in class discussions and the value of dividing up tasks amongst themselves. To ensure that all pre-service teachers offer their students the best possible learning experiences, there is still space to improve the consistency with which these skills are applied.

Researchers identified the mean score for each aspect of pre-service teachers' perceptions. Explaining skills (Table 2) had the highest mean score of 90.63%, followed by questioning skills (Table 4) with an average score of 90.00%. Opening and closing skills (Table 1) with 89.69% came next, followed by reinforcement skills (Table 5) recorded an average score of 88.33%, and classroom management skills (Table 6) at 87.71%. Small group teaching skills (Table 7) obtained an average score of 85.32%, while variation skills (Table 3) reached 85.00%. Finally, guided small group discussion skills (Table 8) had the lowest average score of 80.94%.

Based on the results above, the researcher can say that a very positive result on the skill of explaining skills can also be said to get a very positive score because the pre-service teachers' helped students understand the material. The further explanations contributed significantly to the overall understanding of the learning material. This result also confirms the importance of the pre-service teachers' skills in delivering clear explanations and providing relevant examples to support the students' optimal understanding. The aspects of opening and closing the lesson skills showed positive results, signaling the pre-service teachers' ability to design an effective lesson structure. The result showed a positive result in the aspect of providing reinforcement skills to encourage students. The pre-service teachers provided reinforcement in the form of motivational expressions, positive gestures, and relevant rewards. Classroom management skills showed positive results, signaling the pre-service teachers' ability to maintain a conducive learning environment.

The capacity to adapt teaching methods to meet the demands of each group and to use a variety of learning tactics to keep students engaged were also reflected in the prospective instructors' high ratings for small group teaching skills and variation skills. However, when it came to guiding small group discussions, which necessitates better, more planned direction to guarantee students' active engagement, pretty good results were observed.

Discussion

The Teaching-Campus Program is a strategic initiative designed to provide the pre-service teachers with practical experience in real-world learning dynamics. The program focuses on developing essential teaching skills to prepare educators for the complexities of classroom environments. Among these skills, explaining skills scored the highest average at 90.63%, indicating that the majority of pre-service teachers are capable of explaining the lesson material effectively, including using appropriate language, providing real-life examples, and utilizing visual aids. This skill is crucial in helping students understand concepts clearly and engagingly, making it one of their key strengths. Questioning skills, with an average score of 90.00%, also demonstrate strong ability in involving students through relevant questions and encouraging discussion.

The use of open-ended questions and effective follow-up helps create an active classroom interaction. Opening and closing skills, with an average score of 89.69%, indicate that preservice teachers are able to start and end lessons effectively, including greeting students, outlining learning objectives, and reflecting at the end of the session. Reinforcement skills followed with a score of 88.33%, showing that the majority of pre-service teachers frequently provide positive feedback, praise, and nonverbal expressions to motivate students. This reflects a solid understanding of the importance of reinforcement in learning. Meanwhile, classroom management skills, with an average score of 87.71%, reflect their ability to maintain classroom order and ensure the smooth flow of the lesson, though there is room for improvement, particularly in consistently handling classroom disruptions.

For more specific skills, small group teaching skills scored 85.32% and variation skills scored 85.00%, indicating that the majority of pre-service teachers are reasonably capable of using various teaching methods and strategies, such as changing teaching styles, utilizing teaching aids, and providing small group activities. However, the implementation of variation and small group teaching could still be improved, particularly in assigning relevant tasks and ensuring active student engagement within the groups. The skill with the lowest average score is guide small group discussion skills at 80.94%. This result indicates that the majority of pre-service teachers still struggle to keep students focused on the discussion topic and to provide clear directions during the discussion process. This is an area of concern, as this skill is crucial for developing students' critical thinking abilities in small group discussions.

This result is in line with previous research, which supports the impact toward teaching skills. Similar studies, such as research conducted by Widia et al., (2024) and Fayza et al. (2024) showed that participation in the Teaching-Campus Program resulted in significant improvements in various teaching skills, including lesson planning and classroom management. This study's result reflects the same trend, where the pre-service teachers felt more competent in engaging students and managing classroom after they experienced in the Teaching-Campus Program. This relationship underscores the benefits of the program in bridging the gap between theoretical knowledge and practical application, thus preparing future educators to be ready for real-world challenges. Additionally, the study revealed that most pre-service teachers encouraged the students' interaction by allowing time for questions and discussions.

The ability of pre-service teachers to ask effective questions during learning is one of the indicators of important teaching skills. Based on research findings by Widiyati (2020), questioning strategies applied in microteaching can help pre-service teachers to improve students' critical thinking skills and facilitate deeper discussions in class. This is relevant to the results of this study, which show the importance of skills in managing learning structures, including in providing learning objectives and follow-up tasks. Furthermore, the questioning skills aspect also received positive results, reflecting the ability of prospective teachers to ask questions that

encourage students to think critically and actively (Widiyati, 2020). Therefore, the application of effective questioning strategies in real learning needs to be continuously practiced, in line with efforts to improve the consistency of delivering clear learning objectives. Thus, mastering this skill not only improves pre-service teachers' teaching competence, but also has a positive impact on the quality of students' learning experience.

This result supports the research done by Sintiya et al., (2024), who found that fostering a participatory learning environment significantly affects the level of students' engagement and the overall learning experience. They argued that interactive teaching methods lead to deeper understanding and comprehension of knowledge among students. They noted that when students were actively involved in the learning process, they tended to be more motivated and have a greater interest in the material being taught. The correlation between this and their study suggests that introducing students' engagement through interactive strategies is essential for effective teaching. By involve group discussions in the class, pre-service teachers can encourage students to think critically and creatively. It proves that social interaction in learning do not only improve academic understanding but also students' social skills. Therefore, it is important for pre-service teachers to continuously develop and implement innovative teaching techniques in order to effectively meet the students' learning needs.

In contrast to the previous study done by Ede et al., (2022) which focused on effective teaching strategies and classroom management during the Teaching-Campus Program, the current study emphasizes pre-service teachers' perceptions of their skills. In additional, both studies acknowledge the importance of practical experience, the current study provides a more detailed exploration of how pre-service teachers perceive their development and the particular areas in which they lack confidence. While Ede et al., (2022) highlighted specific techniques in classroom management and successful teaching strategies. While, this study places more emphasis on how pre-service teachers perceive the impact of those experiences on their skills. This provides a valuable new perspective, that their understanding of their abilities can influence their motivation and experience to teaching in the future. Furthermore, by exploring these perceptions, specific areas where additional support may be needed to improve confidence.

Based on the result of this study, several implications and recommendations can be drawn to improve the Teaching-Campus Program. First, it is important for education offices to conduct more comprehensive training and counseling on specific teaching strategies, especially those related to small group management and varied learning techniques. By addressing these areas directly in subjects, education offices, and universities can better prepare future pre-service teachers to deal with diverse classroom situations. In addition, ongoing guidance and support throughout the teaching experience should be emphasized. Establishing a system where the mentor of pre-service teachers can facilitate skills and provide important feedback to the pre-service teachers teaching practice. This mentorship can bridge the gap between theory and practice more effectively.

And lastly, to make sure that pre-service teachers can adapt to students' changing requirements, programs like Teaching-Campus must undergo continuous evaluation and change. In order to improve the program's structure and content, it is important to regularly get input from pre-service teachers. These suggestions can help program mentors improve their programs and better prepare their mentees for teaching careers.

CONCLUSION

By doing this study, it can be concluded that the Teaching-Campus Program is successful in developing basic teaching skills for the pre-service teachers. It is proved by their perception toward their teaching skills experienced in Teaching-Campus Program. They perceived that a

very positive result was explaining skills, pre-service teachers provide explanation as part of explaining skill. The further explanations were contributed significantly to the overall understanding of the learning material. Positive perceptions were also found in the aspect of questioning and opening and closing the lesson skills, where pre-service teachers' ability to questions that encourage critical thinking and active involvement of students, as well as where pre-service teachers' ability to design an effective lesson structure. Furthermore, the aspects of reinforcement and classroom management skills showed good results, reflecting the pre-service teachers provided reinforcement in the form of motivational expressions, positive gestures, and relevant rewards and maintain a conducive learning environment. The aspects of small group teaching skills and variation skills also had good results, showing the ability to adjust teaching methods according to the needs of small groups and use various learning techniques to maintain student interest

The most difficult part, with the worst outcome, was leading skills for small group discussion. The majority of pre-service teachers did a good job of facilitating the discussion, but they would have benefited from more organized instructions to keep everyone engaged and get the most out of it. Therefore, it is clear that the Campus-Teaching Program helps pre-service teachers much in building their fundamental teaching abilities. To guarantee overall efficacy, however, several areas still require work, particularly when it comes to facilitating small group conversations.

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