CHAPTER 1

INTRODUCTION

This chapter present several main points, namely research background, research question, research purposes, limitation of the research, significance of the research and definition of the key terms.

1.1   Research Background

According to Kurniawati (2022), In Indonesia, education experiences several problems that are divided into the micro and macro factor. The macro factors are the confusing curriculum, the unequal education in some region, the teacher placement and quality problem and the educational cost. Meanwhile the micro factors are monotonous learning methods, inadequate facilities and infrastructure and low student achievement. Another study by Falah and Hada (2022) also showed that these problems are added to the problems happening in the 3T regions: *Terdepan, terluar, dan tertinggal* (translation: frontier, outermost, and underdeveloped), hence abbreviated as 3T region. This region suffered from unequal distribution of facilities and public infrastructure, including educational facilities, communication networks and transportation (Falah & Hada, 2022).

To solve these problems the problem that happened in 3T regions the Minister of Education and Culture then created a program, namely Kampus Mengajar (Campus Teaching Program), that is one of the Merdeka Belajar- Kampus Merdeka (MBKM) policies.

Kampus Mengajar were started during the COVID-19 pandemic to assist the elementary and junior high school students and teacher, especially in the 3T

region, but it still continues until now. One of the objectives of this program is to provide students with opportunities to learn and develop themselves through activities outside the classroom and equip the students with expertise and skill while becoming the teachers and schools' partner, so they can develop some learning innovations for the students (Kemendikbud, 2022). The focuses of Kampus Mengajar goals are teaching literacy and numeracy, schools' administration and technology adaptation for the students and teacher in 3T regions that have a lot of problems are very interesting.

It is written on the fourth series of books from the Tim Penyususn Direktorat Sekolah Dasar (2021) that the education problems of the 3T region are mostly related to the unavailability of the teaching staff and facilities. Meanwhile according to Prastha, Larasati and Yoshinta (2021), during the Kampus Mengajar program they face some problems such as the gab of the students' knowledge and interest and the teacher capability problem. On the other hand, Hidayatulloh and Rahmadanik (2022) found that the location, school accreditation, and lack of teaching staff become the problems that the researcher faced during the Kampus Mengajar program batch 3.

Related to the statement above, the researcher then found out that there are challenges of the participants of Kampus Mengajar in doing this caused by the conditions that they will have during the program and how they will face the problem even though they are not yet graduated. It becomes related to the Minister of Education and Culture statement as "swimming in the large ocean" which means

the participant of Kampus Mengajar will be placed into a very new conditions with various challenges and tried to survive from them.

Participants in Kampus Mengajar are selected from the fourth semester, and students from all of the accredited study programs can join it. In line with the policy of this program, English Department students have a chance to contribute in it. According to Meilia and Erlangga (2022), they are expected to have particular strategies for coping with the challenges that they will put into action while teaching English or assisting the teacher in advancing the students' knowledge with limited facilities and access, even though they have not finished their education in college yet, as the "agent of change" for the education matter.

Supriadi, Patak and Korompot (2023) define a challenge as something or an object that must be overcome in order to awaken the determination to improve problem-solving abilities. This provides an incentive to work harder and provide solutions, as challenges can only be solved through the courage and determination of each individual. In addition, Çalıkoğlu (2019) re defines the challenge as a situation that encourages conscious efforts of one's own free will to maintain the potential for personal progress despite uncertainty as to whether the desired goal will be achieved. Therefore, based on these definitions, the researcher defines challenges as things that need to be overcome and require intention, determination, and a lot of effort.

Meanwhile, according to Brown (2001), strategy refers to specialized approaches to a problem or activity, modes of operation for reaching a certain goal, or a planned design for controlling and manipulating specific information. He also

wrote that strategies are the learners' technique for capitalizing on the principles of successful learning. Supriadi et al. (2023) define strategy as any form of plan prepared in the best possible way to achieve a goal, and previously set goals in the form of an approach or method.

Based on that understanding, the researcher interested to conducting research entitled "The Challenges During the Kampus Mengajar Program: a case study of English Department students". The researcher also raises some research question that are stated in down below:

1.2 Research Questions

In line with the topic of the research, some questions are formulated as follows:

1. What are the challenges faced by English Department students during the Kampus Mengajar program?

2. What are the strategies that the participants have implemented to overcome the challenges during the Kampus Mengajar program?

1.3 Objective of the Research

The objectives of this study are;

1. To describe the challenges faced by the English Department students while participating in the Kampus Mengajar program

2. To describe the strategies that were used by English Department students to overcome with the challenges while participating in the Kampus Mengajar program

1.4   Significance of the Research

After conducting this research, the result will carry the following practical benefits:

1.) The result will be useful for the policymakers of the Kampus Mengajar program as one of the resources for mapping what students need especially the 3T region so they can develop their policy for a better program.

2.) The result will be useful for the students who are going to be English teachers, especially if they are placed in the 3T region, so they can innovate the suitable strategy based on the region's need.

1.5   Limitation of the Research

This research focuses on the experiences of English Department Students who have been participated in Kampus Mengajar program Batch 4 and 5 to describe the challenges that they have in teaching English and investigate the strategies they have in coping with the challenges of Teaching English while joining the Kampus Mengajar.

1.6   Definition of Key Terms

1.   Kampus Mengajar Program (Campus Teaching program)

Is an activity outside the lecture class for one semester, where students will be placed in one of the Primary Schools or Junior High Schools as the teacher partner to develop an innovative, creative teaching strategy and methods in an educational unit for advancing students' abilities in literacy, numeracy and multimedia (Kemendikbud, 2020).

2.   Challenge

Supriadi et al. (2023), defines a challenge is something or an object that must be overcome in order to awaken the determination to improve problem-solving abilities. This provides an incentive to work harder and provide solutions, as challenges can only be solved through the courage and determination of each individual

3.   3T Region *(frontier, outermost and underdeveloped)*

The 3T region is categorized based on social conditions, economy, social, culture, and region. People can identify the problem that followed each of them based on the categories. It is actually a region where the education services are very lack due to the minimal amount of the education trainers and teachers, the unbalanced teacher distribution, the low amount of school participation, and the lack of quality and facility in schools (Kemendikbud, 2020).

4.   Strategy

Strategy means any form of plan prepared in the best possible way to achieve a goal, and previously set goals in the form of an approach or method (Supriadi et al. 2023).