

## ABSTRACT

Maharani, Salsa Billa, 2025. *Challenges in Teaching: Insights from English Education Students in Kampus Mengajar and Magang Kependidikan Programs in Junior High Schools*. Thesis. English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2024/2025. The first supervisor is **Dr. Dra. Rosinta Norawati. M. A.** The second supervisor is **Dr. Duti Volya, S. Pd., M. Pd.**

This study explores the challenges faced by English Education students in the *Kampus Mengajar* and *Magang Kependidikan* programs while teaching English in junior high schools. *Kampus Mengajar* is a teaching assistance program under the *Merdeka Belajar Kampus Merdeka* (MBKM) regulated by the Ministry of education of Education, Culture, Research, and Technology. It offers pre-service teaching experience by assigning university students to under-resourced schools to support learning. Meanwhile, *Magang Kependidikan* is a teaching training program that also serves as an implementation of MBKM, but it is managed by each university as part of the teacher education curriculum. It provides structured classroom teaching practice aligned with academic standards and places student-teachers in better-equipped schools compared to *Kampus Mengajar*.

The research involved eight English Education students, four from *Kampus Mengajar* and four from *Magang Kependidikan*. A qualitative multiple case study design was employed. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2006) Thematic Analysis approach.

The research findings revealed a variety of teaching challenges faced by participants from both *Kampus Mengajar* and *Magang Kependidikan* programs, including challenges in teaching preparation and implementation, classroom discipline & management, interaction with students, school placement, mentorship & collaboration, and program-related challenges. Additionally, the results indicated participants in both programs shared common challenges, such as challenges in preparing teaching, maintaining classroom discipline, addressing student differences, and limited discussions with mentors. However, some challenges were distinctive and mostly influenced by school placement and program's objectives. This study offers valuable insights into the realities of teacher training programs and suggests the need for further research on broader teaching contexts and overall participant experiences.

Key Words: Teaching Challenges, English Education Students, *Kampus Mengajar*, *Magang Kependidikan*, Junior High Schools