REFERENCES

- Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, M., & Marzulina, L. (2018). If our English isn't a language, what is it? Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1).
- Agudo, J. D. M. (2016). What type of feedback do student teachers expect from their school mentors during practicum experience?: The case of Spanish EFL student teachers. *Australian Journal of Teacher Education (Online)*, 41(5).
- Alexander, A. P. (2019). Lincoln and Guba's quality criteria for trustworthiness. *IDC International Journal*, 6(4).
- Al-Subaiei, M. S. (2017). Challenges in Mixed Ability Classes and Strategies Utilized by ELI Teachers to Cope with Them. *English Language Teaching*, 10(6).
- binti Pengiran, P. H. S. N., & Besar, H. (2018). Situated learning theory: the key to effective classroom teaching?. *HONAI*, *I*(1).
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation?. *Qualitative health research*, 26(13).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative* research in psychology, 3(2).
- Britt, P. M. (1997). Perceptions of Beginning Teachers: Novice Teachers Reflect upon Their Beginning Experiences.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design:* Choosing among five approaches. Sage publications.
- Damar, E. A., & Salı, P. (2013). ELT teacher trainees' reflective feedback to their cooperating teachers. *Journal of Educational and Social Research*, 3(7).
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1).
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6).
- Fhaeizdhyall, A., Nazamud-Din, A., Sabbir, F., & Ibrahim, S. (2018). The effectiveness of teacher education program: identifying the difficulties and challenges faced by the pre-service English teachers. *International Journal of English Language Teaching*, 6(1).
- Gaikhorst, L., Beishuizen, J., Roosenboom, B., & Volman, M. (2017). The challenges of beginning teachers in urban primary schools. *European Journal of Teacher Education*, 40(1).
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study.
- Gusti, V. Y. K. (2024). Challenges and Adaptations in Remote Teaching: Insights from Rural Educators in Indonesia. *JURNAL RISET PEMBELAJARAN MATEMATIKA SEKOLAH*, 8(1).
- Hikmah, W. N. (2024). EFL pre-service teachers' challenges in teaching English to young learners during Kampus Mengajar program in rural areas (Doctoral dissertation, Universitas Islam Indonesia).

- Husein La Ede, M. A., Maulina, M., & Faridawati, F. (2022). EFL Pre-service Teachers' Perception In Managing The Learning Process During KampusMengajar Program. *Klasikal: Journal Of Education, Language Teaching and Science*, 4(1).
- Ilaiyan, S. (2013). Difficulties experienced by the Arab teacher during his first year of teaching as a result of personal and organizational variables. *Creative Education*, 4(06).
- Iriawan, S. B., and Saefudin, A. (2021). Buku Saku Utama Aktivitas Mahasiswa Program *Kampus Mengajar* 2021. *In Kementrian Pendidikan dan Kebudayaan 2021*. Kementrian Pendidikan dan Kebudayaan 2021.
- Ismalinda, S., Fortunasari, F., Masita, E., Hidayat, M., & Wulandari, B. A. (2023). Teachers' Question Types and Questioning Strategies: A Classroom Interaction Analysis. *Indonesian Research Journal in Education*, 7(2).
- Jon, R. B., Embong, R., Purnama, B., & Wadi, A. S. (2021). The challenges of English language teaching in Indonesia. *International Journal of English and Applied Linguistics (IJEAL)*, 1(3).
- Kemendikbudristek. (2023). *Buku panduan Kampus Mengajar angakatan 6*. Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kemendikbud. (2021). *Panduan program Kampus Mengajar angkatan 1 tahun 2021*. Kementrian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. (2020). *Sekilas SMP*. Retrieved December 6, 2024, from https://siln-riyadh.kemdikbud.go.id/smp/sekilas-smp/
- Kolb, D. (2015). Experiential Learning Experience as the Source of Learning and Development (2nd ed). New Jersey: Person Education Inc.
- Lave, J. &. (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge: University Press.
- Lincoln Y.S., &. G. (1985). Naturalistic Inquiry. California: SAGE Publications Inc.
- Marcellino, M. (2008). English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity
- Maulidina, N., Maisa, M., & Rozak, D. R. (2022). Pre-service teachers' voices: The challenges in dealing classroom management problems during teaching practice. *Linguistics and ELT Journal*, 10(2), 32-40.
- Meliyana, A. & Sugesti. (2023). Students Teaching Experiences of *Kampus Mengajar* Program in Teaching Literacy and Numeracy at Elementary Schools in Cirebon. *Ailure Journal: Jurnal Upgris*, 03(2).
- Mishra, B. (2015). Innovative ways of English language teaching in rural India through technology. *International Journal of English and Literature*, 6(2).
- Mufidah, N. (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu: Jurnal Pendidikan*. 19(1).
- Nababan, J. A., & Amalia, L. L. (2021). EFL Pre-service Teachers' Challenges in Teaching Practice Program: A Narrative Inquiry. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*. Atlantis Press
- Nilsson, M. (2024). Challenges and teaching materials in English for young learners in Sweden. *Educare*, (3).

- Nugroho, A., Ilmiani, D., & Rekha, A. (2020). EFL teachers' challenges and insights of online teaching amidst global pandemic. *Metathesis: Journal of English Language, Literature, and Teaching*, 4(3).
- Patel, S (2024). Exploring Pupil-Teachers' Perceptions of Quality in Teacher Training Programs: A Comparative Analysis. *International Journal for Multidisciplinary Research (IJFMR)*. 6(2).
- Pendidikan Bahasa Inggris. (2024). *Panduan Ringkas Magang Kependidikan Berbasis Pengabdian di Sekolah*. FKIP Jambi University
- Rahmanita, M., & Mukminatien, N. (2019). Teaching English as A Foreign Language: Making Use of Spontaneous Language. *Jurnal Pendidikan Humaniora*, 7(1).
- Recla, L. C. B., & Potane, J. D. (2023). Teachers' Challenges and Practices in Handling Multigrade Classes: A Systematic Review. ASEAN J. Open Distance Learn, 15(1).
- Salsabilla, S. M. (2022). The Experiences of English Department Students During The Kampus Mengajar Program at Elementary School (Doctoral dissertation, Universitas Jambi).
- Sanli, Ö. (2019). An Evaluation of the Teachers' Classroom Management Problems. *Educational Research and Reviews*, 14(8).
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.
- Setiawan, R. (2023). The student teachers' challenges during Kampus Mengajar program (Doctoral dissertation). Universitas Jambi.
- Serliana, A., Utami, P. P., & Kamil, A. B. (2021). Pre-service teachers' challenges in classroom management during teaching practice. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2).
- Shamim, F., & Coleman, H. (2018). Large-sized classes. *The TESOL encyclopedia of english language teaching*.
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of foreign language teaching and learning*, 2(2).
- Sudirman, Muh., Bakhtiar., & Yunita, Fira (2023). IMPLEMENTASI PROGRAM *KAMPUS MENGAJAR* DI SMP NEGERI 47 MAKASSAR. *Jurnal Pemikiran, Penelitian Hukum, Pendidikan Pancasila dan Kewarganegaraan,* 10(4).
- Sukmahidayanti, T. (2015). The utilization of instructional media in teaching english to young learners. *Journal of English and Education*, 3(2).
- Sumantri, M. S., Prayuningtyas, A. W., Rachmadtullah, R., & Magdalena, I. (2018). The roles of teacher-training programs and student teachers' self-regulation in developing competence in teaching science. *Advanced Science Letters*, 24(10).
- Suyatno, S., Wantini, W., Pambudi, D. I., Muqowim, M., Tinus, A., & Patimah, L. (2023). Developing pre-service teachers' professionalism by sharing and receiving experiences in the *kampus mengajar* program. *Education Sciences*, 13(2).
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE handbook of qualitative research in psychology*.

- Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. Ascd.
- Ulla, M. B., & Winitkun, D. (2018). In-service Teacher Training Program in Thailand: Teachers' Beliefs, Needs, and Challenges. *Pertanika Journal of Social Sciences & Humanities*, 26(3).
- Utomo, H., Kusakabe, T., Sultoni, A., & Setyowati, D. (2020). Challenges faced by English teacher in teaching: Case study of junior high school in Banjarnegara regency. *Journal of Education, Teaching and Learning*, 5(1).
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational research*, *54*(2), 143-178.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: University Press.