

ABSTRACT

Albana, R. A., 2025. The Pedagogical Content Knowledge (PCK) of English Education Students After Participating in Kampus Mengajar Batch 7. A Thesis. English Education Study Program, Language and Literature Department, Faculty of Teacher Training and Education. Universitas Jambi. Academic Year 2024/2025. First supervisor Dra. Radiatan Mardiah, M.Hum. Second supervisor Habizar, S.Pd., MESL.

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The limited research on Kampus Mengajar students about PCK is highlighting the need to explore how they develop and apply their PCK in real teaching contexts. This study exploring the development and application of PCK among students assigned to underserved or remote schools through Kampus Mengajar Batch 7. It also investigates the ways in which these students apply their pedagogical and content knowledge to address educational challenges in such environments. This study employs a qualitative method using in-depth interviews, these interviews allow for open-ended, discovery-oriented exploration of participants' experiences, yielding rich insights into how their PCK develops during the program. The data analysis in this research was deductive, meaning a theoretical framework guided data collection and interpretation. Data were manually analyzed without qualitative analysis software. The findings reveal two major areas of PCK development: pedagogical knowledge and content knowledge. Each area is further categorized in pedagogical knowledge have ten sub-themes while content knowledge have five sub-themes, such as adaptive teaching methods, creative material design, managing students with specific behaviors etc. These findings illustrate that real classroom experience significantly enhances students' ability to design responsive instruction, apply diverse teaching strategies, and manage challenging learning environments effectively, also he participants gained real teaching experience, developed adaptive strategies, and showed growth in planning, delivering, and managing instruction based on student needs and classroom contexts.