

CHAPTER I

INTRODUCTION

1.1 Background

A teacher absolutely necessary to have Pedagogical Content Knowledge (PCK) in order to have successful classroom instruction. In the context of the educational process, the term "Pedagogical Content Knowledge" (PCK) refers to the ability of a teacher to present the subject matter in a manner that is conceptually coherent, relationally comprehensible, and adaptively reasoned (Liu, 2024). Although there is widespread agreement that PCK is essential, there is no single definition that is universally recognized and accepted. There have been numerous scholars, such as Filgona et al. (2020) and Gudmundsdottir & Shulman (1987) Those who have presented their own unique interpretations of what constitutes PCK.

In the 1980s, Shulman, a pioneer in the field of educational research, presented the idea of Pedagogical Content Knowledge, also known as PCK. According to his definition, PCK is the point at which pedagogical knowledge (PK) and content knowledge (CK) all come together (Shulman, 1986). To be proficient in PCK, one must not only have a profound understanding of the material at hand, but also possess the ability to communicate it in a way that is both significant and captivating for the students.

Despite many previous studies on PCK among pre-service and in-service teachers, novice and veteran teachers, there is still lack of research specifically targeting students of Kampus Mengajar program. This gap highlights the need to explore how these students develop and apply their PCK competencies in real-

world teaching environments. The Kampus Mengajar program places students in underserved or remote educational settings, which may present unique challenges and learning opportunities. Understanding how these contexts influence the development of PCK is crucial, as previous studies have primarily focused on more traditional educational settings.

This study aims to explore the PCK development of participants in the Kampus Mengajar Program, specifically emphasizing PCK competencies, with the goal of enhancing and expanding the current understanding. Students are given the opportunity to gain direct experience in the practical application of pedagogical and content knowledge through the Kampus Mengajar Program, which is an educational initiative that engages students in teaching in regions that are either underserved or remote. Also, the objective of this study is to investigate the ways in which participants develop and make use of their pedagogical content knowledge (PCK) in non-traditional learning environments, particularly in communities that are facing a variety of educational challenges.

Diverse teaching challenges, such as limited resources, diverse student backgrounds, and unique pedagogical needs, require a strong foundation in PCK. Understanding the PCK development of Kampus Mengajar participants can inform the design and improvement of teacher education programs, tailoring curriculum and pedagogical approaches to better prepare future teachers for diverse teaching environments.

Kampus Mengajar participants offer a unique learning environment that differs significantly from traditional classroom settings, providing participants

with real-world teaching experiences in underserved communities. This unique context fosters unique perspectives and challenges, making them an ideal group to study PCK development in a non-traditional context. The program emphasizes practical teaching skills, allowing participants to apply theoretical knowledge in real-world situations, contributing to the development of PCK.

Also, the primary challenge faced by students was their low interest in reading. To address this, the school organized interactive literacy activities, such as creating a reading corner with diverse books and organizing storytelling and short story writing competitions. They also developed educational games to help students understand basic concepts in mathematics, such as adding and subtraction, and using objects to explain geometry concepts. The school applied the concept of Pedagogical Content Knowledge (PCK) to teach subjects and understand students' learning difficulties, adjusting their learning methods accordingly. Furthermore, an investigation into the idea of Pedagogical Content Knowledge (PCK) was started by a previous study, more specifically the research that was conducted in 2019 on Pre-Service Education students (PLP). In a previous study, the development of pre-service teachers' pedagogical content knowledge (PCK) was investigated within the context of formal educational settings, in terms of designing learning activities that are centered on the students, selecting appropriate instructional strategies, and effectively managing the classroom.

The end of research purpose this study is to make our understanding of PCK more comprehensive by investigating the PCK development of individuals

who participated in the Kampus Mengajar Program, within the context of the educational setting. Based on the outlined research purposes and questions, this study aims to provide a comprehensive understanding of the development of Pedagogical Content Knowledge (PCK) among English Education students who participated in the Kampus Mengajar Program. By focusing on the unique contexts, challenges, and practical applications of PCK in underserved or remote educational settings, this research seeks to shed light on how participants' experiences shape their teaching competencies. Through this investigation, the study contributes to the broader discourse on teacher education and the impact of experiential learning programs in enhancing future educators' pedagogical skills.

1.2 Research Question

The primary research question guiding this study as follows is:

How English Education students develop their PCK through Kampus Mengajar Program?

1.3 Purpose of The Research

Furthermore, the researcher aims to explore the development of Pedagogical Content Knowledge (PCK) among English Education students through Kampus Mengajar program. The research questions focus on the unique context and challenges that contribute to the growth of participants' PCK. The study also investigates how these students apply their PCK in real-world, non-traditional teaching environments, such as underserved or remote educational settings.

1.4 Limitations of The Research

The researcher focuses exclusively on students from the English Education Study Program, batch 2021, at Universitas Jambi. There are 12 students who participated in the Kampus Mengajar Program Batch 7. Out of the total number of students who were on duty, two students were assigned to Junior High School, while ten students were assigned to elementary school.

1.5 Significance of The Research

The findings of this study have a substantial influence on:

Students: This study offers valuable insights into the progress of Pedagogical Content Knowledge (PCK) among English Education students who successfully finished the Kampus Mengajar Program in Batch 7 of 2024. This facilitate students in refining their development in teaching methodologies and enhancing their instructional techniques.

Lecturers: The empirical data provided by this resource can effectively inform and direct the development of teacher education curriculum. Gaining insight into the development of PCK through hands-on, community-oriented teaching experiences would enable lecturers to enhance their preparation and facilitation of future teachers, therefore assuring their adaptability and effectiveness in various educational settings.

Other Researchers: The findings of this study make a contribution to the existing body of knowledge concerning the development of Pedagogical Content Knowledge (PCK) within the context of teacher education programs, particularly in relation to experiential learning initiatives such as Kampus Mengajar.

1.6 Definition of Key Terms

1. PCK: Pedagogical Content Knowledge (PCK) is the amalgamation of content knowledge and pedagogical knowledge that teachers utilize to present subject matter in alignment with the abilities and interests of learners (Shulman, 1986).
2. PK: Pedagogical knowledge (PK) is a specialized skill that enables teachers to present their lessons in a stimulating manner (Filgona & State, 2020).
3. CK: Content knowledge (CK) is the knowledge of the subject matter taught by teachers, including concepts, principles, relationships, processes, and applications (Adipat et al., 2023).