

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to explore the development of Pedagogical Content Knowledge (PCK) among English Education students of Universitas Jambi after their participation in Kampus Mengajar Batch 7. Through interviews with six participants, the study examined how their teaching knowledge and skills evolved in two key areas: Pedagogical Knowledge (PK) and Content Knowledge (CK).

In the area of Pedagogical Knowledge, participants showed progress in adapting teaching materials to students' needs, utilizing various teaching methods, and reflecting critically on the appropriateness and timing of activities. They also learned how to design creative strategies to make learning more engaging and contextual. The participants developed practical skills in managing classroom behavior, solving teaching-related problems, and engaging directly with students. They also showed awareness in maintaining professional boundaries while fostering trust and cooperation in class.

For Content Knowledge, participants demonstrated the ability to adjust materials based on student levels, design creative learning content, and develop structured lesson plans. They also became more aware of the importance of understanding how students absorb content and how to select appropriate resources for different learning goals.

Overall, this research concludes that participation in Kampus Mengajar Batch 7 significantly supported the development of pre-service teachers' PCK. It gave them real teaching opportunities, encouraged reflective practice, and helped them adapt theory into practical classroom action. The program served not only as a field experience but as a platform for professional and pedagogical growth.

Although the researcher found that the development of Pedagogical Knowledge was more dominant compared to Content Knowledge, it does not imply that the program had no impact on participants' content knowledge. In fact, participants reported experiencing meaningful growth in how they prepared teaching materials and how they creatively designed content that suited their students' needs.

5.2 Suggestions

a. For Pre-service English Teachers

Students who join Kampus Mengajar or similar teaching programs such as teaching practicum (PLP) should actively observe, reflect, and plan their teaching strategies based on real classroom conditions. Flexibility and adaptability are essential for effective teaching and personal growth.

Moreover, designing and creating their own teaching materials will deepen their understanding of the subject matter. By translating complex content into teachable and relatable forms, teachers not only internalize the knowledge but also learn how to make it accessible to their students.

Collaborating with mentor teachers, joining professional development programs, and seeking feedback from peers are also essential strategies for

strengthening content mastery. Through these efforts, pre-service teachers can build the confidence and competence needed to deliver meaningful and effective instruction in diverse classroom settings.

b. For Educational Institutions

Teacher education programs are encouraged to integrate more practical field experiences like Kampus Mengajar into their curriculum. These programs allow students to experience the reality of classroom teaching and bridge the gap between theory and practice.

c. For Future Researchers

It is recommended that future studies expand the sample size or use classroom observations in addition to interviews. This would provide a more comprehensive view of how PCK develops in various teaching contexts and improve data triangulation.