EXPLORING THE EXPERIENCE OF EFL STUDENT'S THORUGH CAMPUS TEACHING PROGRAM

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ABSTRACT

The purpose of this study finds out how the experience of students who participated in the Teaching Campus Program. Researcher conducted this study used a qualitative design, purposive sampling method with interview techniques by obtained data from 3 students of the English Language Education Study Program. The result of this research is, students participating in the Teaching Campus program gain real experience in managing classes and applying learning strategies according to student conditions. They learn to create a conducive classroom atmosphere, handle distractions wisely, and build good communication with students. In addition, they also develop students' potential through non-academic activities. The teaching strategies used vary, but all aim to improve the effectiveness of learning and student understanding.

Keywords: Experience, Efl Student's, Campus Teaching Program.

INTRODUCTION

The curriculum in Indonesia continues to be improved to meet the needs of the educational (Utami & Suswanto, 2022). Because the curriculum serves as an educational tool to achieve national educational goals, for this reason, the curriculum continues to innovate to provide changes or updates to the curriculum. Before changing the president and his ministers, the curriculum used at that time was the Merdeka Curriculum. The independent curriculum which has a big program is MERDEKA BELAJAR KAMPUS MERDEKA (MBKM). MBKM Has been launched by the Minister of Education, Culture, Research, and Technology Mr. Nadiem Makariem who developed the "*Merdeka program for three semesters. The MBKM program has several programs, Pertukaran Mahasiswa Bersertifikat (MSIB), Pertukaran Mahasiswa Merdeka (PMM), Praktis Mengajar, Wirausaha Merdeka (WMK), Indonesia International Student Mobiligy (ISSMA), Membangun Desa (*Thematic KKN*), Proyek Kemanusiaan dan Kampus Mengjar (KM)*.

Base on of Kampus Mengajar are: (1) leadership ability, social empathy, analytical thinking when designing programs with groups and schools. (2) critical thinking skills as assignments take place, where students are challenged to find creative and innovative solutions. (3) the ability of cooperation and team management across distinct cultures and disciplines to achieve group goals. (4) creativity and innovation in designing models, methods, and strategies to achieve group goals (5) ability to develop models, methods, and strategies to achieve group goals.

English teachers are prepared with various skills that must be mastered; therefore, researchers are interested in researching this study. Whether the experience did enable them to become prospective teachers in the future. So, this research discusses Exploring The Experience of EFL Student's Through Campus Teaching.

METHODS

Sugiyono (2015) said that qualitative research in aritchle (Abdi, 2020), which is based on the philosophy of postpositivism or a real thing that can be observed, conducts research on the condition of natural objects. It can be said that research based on postpositivism can be understood through an interpretive approach, which focuses on understanding experiences, behaviors or phenomena from the perspective of participants that occur through behavioral, social and cultural contexts.

This instrument in this research is used Interview and Documentation. This of method of Interview is used by researcher to knowed that experience her did during followed Campus Teaching Program and researcher wanted to explore everything her was did, while recording is employed by the researcher to record the experience.

To collect the data, the researcher used theory from Miles and Huberman (1984) is Data collection researcher collect all data from respondent, next then the researcher displays what data is obtained from the respondent, next researcher Reduction all data and researcher focused to the topic or problems, the last researcher founded the experience from the resepondent and researcher maked it conclusion

FINDINGS AND DISCUSSION

Researcher found results from all the experience from respodent did during follow Campus Teaching Program. Researcher focused to knowed 2 topic is first Classroom Management and second Teaching Strategy.

1. **Clasroom Management**
   a. Managing Learning

   Based on the interviews that were conducted with the three respondents, it was found that they have similar views and ways of managing the learning classroom. All three agreed that in order to maintain stability and order during the teaching and learning process, there needs to be mutually agreed class rules. These rules aim to create a controlled and conducive classroom atmosphere. In addition, all three respondents apply ice breaking techniques such as singing and playing games as a form of strategy to maintain student enthusiasm and concentration during learning.

   b. Behavioral Change

   Effective learning management, according to them, is not only limited to the delivery of material and classroom arrangements, but must also be able to create learning experiences that encourage changes in student behavior in a more positive direction and in line with educational objectives. As an educator, it is unrealistic to always expect perfect

classroom conditions without distractions. Therefore, students reported that their experience faced with student behavior that is less supportive of the learning process, R1 and R3 prefer to silence the student for a moment and give time for the student to reflect on his attitude before finally R1 and R2 give advice. In contrast, R2 admitted to being firm from the start. He asserted, "I don't want to be a soft teacher," as a form of effort in maintaining classroom order and showing authority as a teacher. changes in student behavior are not only related to character aspects, but also include skill development. All three respondents share the same commitment to encouraging students to develop their talents, especially those who lack academic confidence. All three respondents try to create a space that encourages students to perform through work programs that have been collaboratively designed by the Campus Teaching Program team at that place. This is so that every student has the opportunity to hone their non- academic skills and feel valued for their potential.

c.   Visual and fun-based Learning

Students reported that their experience in estabilishing communication with students, the three respondents gave the same answer that establishing communication with students received a good response from students trying to create an open environment, where students feel comfortable to ask questions and express opinions therefore the three respondents get emotional closeness and get chemistry with students. Through an intensive and open communication approach, the three respondents can understand more deeply the character of students and identify factors that become obstacles in the learning process. Thus, teachers can provide more targeted assistance and create harmonious relationships between teachers and students, which in turn will have a positive impact on learning success.

2.   Teaching Strategy

a.   Guided learning model

Based on the results of interviews about experiences conducted with three students, it was found that each of them has different teaching strategies but both aim to improve the effectiveness of the teaching and learning process. According to R1, she applies a flexible learning strategy by allowing students to learn outside the classroom. This strategy aims to prevent students from feeling bored with the monotonous classroom atmosphere. In its implementation, R1 assists students directly and learning activities are carried out through practices that are relevant to the material being studied, so that students can understand concepts more concretely. Meanwhile, R2 emphasizes cooperative learning through group learning strategies that are designed inclusively. He ensures that there is no gap or discrimination between male and female students in each learning group, thus creating a fair and harmonious collaborative atmosphere. According to R3, she uses an approach that combines entertainment with education, through games that are always tailored to the learning material. This strategy not only increases students'

enthusiasm, but also helps them remember and understand important concepts in a fun and interactive way.

b. Visualand Fun-Based Learning

The results of the interview that the three respondents gave the same answer in terms of utilizing learning media such as books, projectors, and visual images are very helpful for both teachers and students. With the tools or media used to present the material, the level of student focus in understanding the material is better and more fun.

This study explored the classroom experiences of three student-teachers participating in the Campus Teaching Program, with particular attention to two core aspects: Classroom Management and Teaching Strategy.

The findings revealed that all three respondents emphasized the importance of establishing mutually agreed classroom rules to maintain a conducive learning atmosphere. This aligns with the findings of Emmer and Evertson (2016), who asserted that structured classroom management through clearly communicated rules is essential to minimizing disruption and maximizing student engagement. Additionally, the use of ice breaking activities such as games and singing—highlighted by all respondents—supports the research by Goh and Loh (2013), who found that incorporating engaging and interactive activities contributes significantly to student motivation and focus in low-resource or crowded classrooms.

In terms of behavioral change, the respondents agreed that effective classroom management is not only about discipline, but also about creating learning experiences that foster positive behavioral and character development. This finding echoes the perspective of Marzano and Marzano (2003), who argue that classroom management should be rooted in relationship-building and student development. While R1 and R3 preferred a reflective, empathetic approach, R2 took a firmer stance from the outset. This variation reflects different classroom management styles discussed by Wolfgang and Glickman (1986), which categorize teacher approaches along a continuum from non-interventionist to interventionist styles.

Moreover, all respondents highlighted their efforts in creating opportunities for students—especially those who struggle academically—to showcase their non-academic talents. This approach resonates with the principles of asset-based pedagogy (Moll et al., 1992), which emphasizes recognizing and building on students' strengths rather than focusing solely on deficiencies.

On the topic of visual and fun-based learning, the respondents emphasized open communication and emotional connection with students. This strategy aligns with Hamre and Pianta's (2006) findings, which underline the importance of teacher–student relationships in promoting academic and socio-emotional development. Creating emotional closeness and understanding student character helped the respondents adapt their methods to students' needs, supporting differentiated instruction models (Tomlinson, 2001) that advocate for student-centered learning through flexible communication and feedback loops.

In terms of teaching strategies, the respondents employed various models to enhance the learning experience. R1's guided learning model that involves flexible learning environments aligns with Dewey's (1938) theory of experiential learning, which emphasizes learning by doing and the importance of context in student

understanding. R2's implementation of cooperative learning, designed to be inclusive and gender-equal, reflects Johnson and Johnson's (1999) findings that cooperative learning not only improves academic achievement but also enhances student interdependence and classroom equity.

Meanwhile, R3's integration of edutainment-based strategies through games tailored to subject matter aligns with recent research by Ersoz (2000) and Su & Cheng (2013), who found that game-based learning can significantly increase student motivation and long-term retention of knowledge, particularly in language and basic education settings.

The second strategy commonly applied by all respondents was the use of visual and fun-based media—such as images, projectors, and books—to present material. This supports the findings of Mayer's (2009) cognitive theory of multimedia learning, which emphasizes that well-designed visual materials help learners integrate verbal and pictorial information more effectively, leading to better comprehension and engagement.

Overall, the combination of adaptive classroom management, emotionally responsive teaching, and innovative instructional strategies found in this study reinforces the holistic approach to effective teaching advocated by numerous prior studies. The alignment between the participants' experiences and established pedagogical theories underlines the value of practice-based teacher training programs like the Campus Teaching Program in preparing future educators for real classroom challenges.

CONCLUSION

This study shows that the students taking part in the Teaching Campus program gain real experience in managing classes and applying learning strategies according to student conditions. They learn to create a conducive classroom atmosphere, handle distractions wisely, and build effective communication with students. In addition, they also develop students' potential through non-academic activities. The teaching strategies used vary, but all aim to improve the effectiveness of learning and student understanding.

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