Perception Of Teaching Skills Development Through Kampus Mengajar Program By English Education Study Program Students Of PGRI Silampari University

by Widia Widia

Perception Of Teaching Skills Development Through *Kampus Mengajar* Program By English Education Study Program Students Of PGRI Silampari University

Widia, Agus Triyogo, Yulfi
Universitas PGRI Silampari, Indonesia
widiamarelya12@gmail.com

Address: Jl. Mayor Toha Kelurahan Air Kuti Kota Lubuklinggau
Author's correspondence: widiamarelya12@gmail.com

Abstract. This research aimed to describe the perception of English education study program students at PGRI Silampari University regarding the development of their teaching skills after participating in the Kampus Mengajar program. This research used a qualitative approach in a qualitative descriptive research design. The research subjects were 15 students of the English Education Study Program at PGRI Silampari University who had participated in the Kampus Mengajar Program batches 4, 5, and 6. The data collection technique used was an open-ended questionnaire. Data obtained from the questionnaire was analyzed using three techniques, namely identification, description, and conclusion. The results of this research showed that students who took the Kampus Mengajar program were able to make good planning and preparation before teaching, present lessons that matched the desired learning outcomes, manage time well and effectively, create a positive classroom climate, enforce class discipline by setting clear and consistent rules, assess student progress properly, and reflect on and evaluate teaching with to develop future teaching skills. In conclusion, students' teaching skills increased after participating in the Kampus Mengajar Program.

Keywords: Kampus Mengajar Program, Perception, Teaching Skills

1. INTRODUCTION

Chapters 18 and 15 of the Guidebook for the Implementation of the MBKM in the Vocational Higher Education Curriculum for the Applied Undergraduate Program specifically mention that the Minister of Education and Culture created the MBKM Program through Minister of Education and Culture Regulation Number 3 of 2022 regarding National High Education Standards. The goal of this initiative is to help colleges overcome their obstacles in adapting quickly to the development of Industry 4.0 so that they can prepare relevant and high-quality graduates.

However, demanding the competency of graduates who can play an active role as part of the information society and who are proficient in utilizing Industry 4.0 systems is not an easy task. It is expected of higher education institutions to be able to create creative and adaptable learning procedures so that students can meet the expected competency standards when they graduate (Sidharta et al., 2022:1). The MBKM policy exists as a solution to link the demands of graduate competency standards related to technological developments and the ability of universities to adapt to various platforms with regard to hard and soft skills alike.

Direktorat Jenderal Pendidikan Tinggi (2020:5) states that the following categories of

learning activities are permitted to be carried out either inside or outside of the study program: "Student Exchange, Internships/Work Practices, Teaching Assistance in Educational Units, Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies/Projects, Building Villages/Thematic Work Colleges". However, one of many activities that become the focus of this research is Teaching Assistance in Educational Units called *Kampus Mengajar Program*.

Students from different departments and study programs at each institution participate in the *Kampus Mengajar* Program to support the teaching and learning process in schools, particularly at the basic education level (Meliyana & Sugesti, 2023). The objective is to give students the chance to learn and develop practical teaching experience in areas that are directly relevant to society. The Ministry of Culture, Research, and Educational Technology developed this program as one of its teacher training initiatives with the goal of giving students practical teaching experience as part of teacher training, therefore enhancing their ability to teach outside of the classroom.

The *Kampus Mengajar* Program has a positive effect on students' teaching skills, as demonstrated by the findings of research conducted by Sinaga et.al (2023). Researchers also came to the conclusion that the *Kampus Mengajar* Program's implementation helped students' teaching skills, which included enhancing their learning experiences, competencies, and character. Another research by Sipahutar et.al (2023) found that students in the English Department had a positive view of the teaching abilities achieved through the *Kampus Mengajar* Program. Based on their results, the English Department students benefit from the implementation of the *Kampus Mengajar* Program, which enhances their knowledge, particularly in the area of teaching skills. Based on these findings, this research aimed to explore the same phenomenon in different places and times. Specifically, this research investigated the perception of English education study program students at PGRI Silampari University regarding the development of their teaching skills after participating in the *Kampus Mengajar* Program.

Based on preliminary observations, the researcher obtained data through PGRI Silampari University student affairs staff that there were 487 students of PGRI Silampari University who attended the *Kampus Mengajar* Program from batches 1 to 7. Therefore, there were 34 students in the English education study program from them. Apart from that, the researcher also conducted an interview with one of the English education study program students who participated in the *Kampus Mengajar* Program. From the interview, it was discovered that this program was very good and helped them gain more teaching experience.

From the data above, the researcher was interested in deeper understanding the perception of English education study program students who had participated in the *Kampus Mengajar* Program. The formulation of the problem in this research was: "What is the perception of teaching skills development through *Kampus Mengajar* Program by English education study program students of PGRI Silampari University?"

2. LITERATUR REVIEW
Teaching Skills

Teaching skills are crucial for teachers to effectively convey learning material to students. According to Salman et.al (2022) a professional teacher needs to be skilled in the classroom and accountable for imparting knowledge, creating comprehension, and extending instruction using cutting-edge technology. Therefore, they must continually develop teaching skills and utilize relevant technology in the learning process.

Apart from that, Kyriacou (2007) identified seven essential teaching skills for effective student learning, including: 1) Planning and preparation are the abilities required to identify the objectives and intended learning outcomes for a class, as well as the most effective means of achieving them. 2) Lesson presentation is a skill required by a teacher to ensure student involvement in the learning experience, especially in terms of teaching quality. 3) Lesson management is a skill that must be organized and managed during the teaching process. 4) Classroom climate is a skill needed to form and maintain students' positive attitudes and motivation towards learning. 5) Discipline is a skill needed to maintain order in the classroom and deal with unwanted behavior from students. 6) Assessing pupils' progress is a skill necessary to evaluate student progress, including formative assessment (to assist student development) and summative assessment (to provide a record of the achievement of learning objectives). 7) Reflection and evaluation are skills needed to reflect on the learning that has been carried out and evaluate a teacher's performance in order to improve teaching in the future.

Kampus Mengajar Program

One of the *Merdeka Belajar-Kampus Merdeka* (MBKM) initiatives is the *Kampus Mengajar* Program, which is governed by Ministry of Education, Culture, Research, and Technology policy (Kemendikbudristek). According to Tobing et.al (2022:3) the *Kampus Mengajar* Program gives students the chance to share their passions, interests, and goals with others. Students are required to serve as role models for elementary and middle school children through the *Kampus Mengajar* Program, encouraging them to broaden their knowledge and goals.

Additionally, Rosando et.al (2022:2) stated that the *Kampus Mengajar* Program seeks to: contribute to the equitable improvement of basic education, enhance students' basic school-level reading and numeracy abilities, help students develop social awareness and empathy for issues facing their local communities, foster students' critical thinking and insight as they work together to solve problems with peers from various backgrounds, to raise the standard of instruction, develop students' leadership, soft skills, and character via creativity and teamwork with elementary and middle school instructors encourage community participation in national development, enhance the contribution of colleges and students to the advancement of the country, encourage kids to learn, excite them, and present them to the richness of Indonesian culture in addition to student-contributed advances in science and technology.

3. RESEARCH METHOD

In this research, the researcher used descriptive qualitative method. This method aimed to obtain data from individuals' critical thinking and explore the meanings behind the existing facts. Therefore, this research tried to explore students' perception regarding the development of their skills through the programs they followed. The research subjects used were students of the English education study program at PGRI Silampari University who have participated in the *Kampus Mengajar* Program. The respondents in this research were students who participated in *Kampus Mengajar* Program batches 4, 5, and 6, totaling 15 students.

The researcher collected the data by using open-ended questionnaire. The questionnaire in this research was adapted from the book Essential Teaching Skills by Kyriacou (2007).

Table 1. Specification of the questionnaire

Theory	Indicators	Number of questions
Teaching Skills by Kyriacou (2007)	1. Planning and preparation	1, 2, 3
	2. Lesson presentation	4, 5, 6
	3. Lesson management	7, 8, 9
	4. Classroom climate	10, 11, 12
	5. Discipline	13, 14
	6. Assessing pupil's progress	15, 16, 17
	7. Reflection and evaluation	18, 19, 20

For analyze the data, the researcher used several data analysis techniques by Rizki (2023). There were three techniques that researcher used to analyze data through the use of questionnaire: 1) Identifying: The first step involved the researcher read all of the student

responses to identify student answers and understand the students' overall understanding of their teaching skills. 2) Describing: In the second step, the researcher analyzed student responses to answer the research questions. 3) Concluding: The last step involved summarizing the results of the questionnaire and explaining the perception of the English education study program students' at PGRI Silampari University regarding the development of their teaching skills following the *Kampus Mengajar* Program.

4. FINDING AND DISCUSSION

a. Findings

In this research, the researcher explained the results obtained from a questionnaire given to 15 English education study program students who had participated in the *Kampus Mengajar* Program batches 4, 5, and 6. This questionnaire consists of 20 questions namely:

Question (1) how do you choose learning activities that are appropriate to the material being taught so that they attract students' interest and motivate them in learning? The results showed that *Kampus Mengajar* Program students effectively chose engaging and motivating learning activities by understanding their students' interests, learning styles, and needs. They tailored materials to students' ability levels, used varied methods such as games and real-world connections, and fostered a positive and cheerful learning environment. They also incorporated creative assignments, icebreakers, and strategies to keep students focused and interested in learning.

Questions (2) are all the materials, resources and equipment you need for teaching properly prepared and checked? The *Kampus Mengajar* Program students answered that they consistently prepared teaching materials, resources, and equipment the day before to ensure effective and efficient learning. This preparation facilitated smooth lesson delivery and had a positive impact on students. Some noted challenges like signal issues, but overall, they deemed thorough preparation, including regular checks, equipment testing, and backup plans, crucial for successful teaching.

Question (3) how do you prepare for teaching related to understanding knowledge about the material or topic to be taught? The *Kampus Mengajar* Program students responded to this question by mastering the material, seeking relevant references, creating structured plans, preparing learning media, taking notes, and planning interactive teaching methods like games and creative delivery techniques to ensure clear understanding.

Questions (4) do the learning activities match the type of learning outcomes you want? The results *Kampus Mengajar* Program students consistently designed learning activities

using effective methods to enhance student understanding and achieve desired outcomes. However, some students faced challenges in aligning activities with outcomes or noted variability in their understanding, affecting the overall effectiveness.

Questions (5) do the learning activities match with students' abilities, interests and needs, and of their previous and future learning? The *Kampus Mengajar* Program students claimed they consistently assessed their students' abilities, interests, and needs to improve future learning experiences. Despite success, some students noted variability in outcomes and suggested additional courses to address diverse interests and needs, aiming for more effective and relevant learning experiences.

Question (6) how do you monitor learning progress to ensure that learning activities in line with learning outcome? From the perspective of all *Kampus Mengajar* Program students, they ensured that learning activities met desired outcomes by conducting end-of-learning evaluations. They used methods such as quizzes, daily assignments, and question-and-answer sessions, along with providing feedback and observing student engagement. This approach helped assess understanding and monitor progress effectively.

Question (7) do lessons start smoothly and on time, and do they foster a positive mentality in students? Students in the *Kampus Mengajar* Program answered "yes." Starting lessons smoothly and on time contributed to a positive learning atmosphere and fostered students' enthusiasm. This approach helped ensure effective and efficient learning, although a few students faced challenges with participation that affected the overall learning experience.

Question (8) do you carefully monitor student progress to maintain learning effectiveness by providing individual assistance or making necessary adjustments? All of the students in the *Kampus Mengajar* Program effectively maintained learning enthusiasm and quality by closely monitoring their students' progress, providing appropriate support, and giving individual guidance where needed. They also ensured continuous improvement and enhanced learning outcomes by addressing students' needs and maintaining effective learning practices.

Question (9) do you use effective management strategies in dealing with student movement and general noise levels? Students in the *Kampus Mengajar* Program stated that they effectively managed student movement and noise levels by setting clear class rules, using nonverbal signals, and implementing structured activities. They applied various management strategies, including proper seating arrangements, consistent rewards and

consequences, and engaging methods, to create a disciplined and conducive learning environment that improved student focus and achievement.

Question (10) how do you create good relationships with students? The results of the *Kampus Mengajar* Program students indicated that establishing good relationships with their students involved effective communication, empathy, and active engagement. Strategies included using positive and fun learning methods, listening to and respecting students' opinions, understanding their needs and interests, providing consistent support, and offering sincere praise and constructive feedback. This approach fostered a supportive and motivating environment that enhanced student involvement and well-being.

Question (11) does the way you interact with students contribute to create a positive classroom climate? Based on the *Kampus Mengajar* Program students answered, they claimed that the positive classroom climate is largely attributed to the positive interactions between students and teachers, which foster trust, respect, a supportive environment, and encourage active learning participation, thereby fostering a comfortable and valued learning environment.

Question (12) how do you organize a positive and fun classroom to create a productive and supportive learning atmosphere? To create a positive and enjoyable classroom, the *Kampus Mengajar* Program students organized a supportive and productive environment by establishing good relationships with their students, ensuring an orderly and clean space, and incorporating students' creative works into the decor. They used a variety of teaching methods, provided constructive feedback, and encouraged active participation to foster an inclusive and engaging learning atmosphere.

Questions (13) do you clearly and consistently set rules regarding student behavior? All of the students in *Kampus Mengajar* Program batches 4, 5, and 6 consistently followed clear rules for managing student misbehavior, developing and communicating them before lessons, reviewing them regularly, and reinforcing their importance to create a disciplined and productive learning environment, fostering effective learning.

Question (14) how do you select and consider the most effective strategies for dealing with student misbehavior according to a particular situation? Students across all *Kampus Mengajar* Program batches 4, 5 and 6 employed various strategies to manage student behavior effectively. They explored the causes of misbehavior, provided appropriate reprimands and consequences, and engaged in clear communication. They also used counseling, consistent rule enforcement, and involved parents when needed. Additionally,

they adapted their strategies to individual situations, ensuring a tailored response to each student's behavior.

Question (15) Do you use formative and summative assessments to support student learning and improve the quality of your teaching? The *Kampus Mengajar* Program students answered "yes." They used both formative and summative assessments to monitor student progress and evaluate learning outcomes. Formative assessments provided ongoing feedback during lessons, while summative assessments measured overall achievement at the end. Although most students effectively implemented these methods, some faced challenges due to unfamiliarity or temporary teaching assignments.

Question (16) how do you provide feedback for students to increase student motivation and self-confidence? All of the *Kampus Mengajar* Program students significantly increased motivation and self-confidence through positive support, constructive feedback, and recognition of their student achievements. They also created a supportive learning environment by praising, rewarding, and showcasing their accomplishments.

Questions (17) are the assessment methods you use appropriate and effective in measuring student achievement? *Kampus Mengajar* Program students generally found their assessment methods effective for measuring their student achievement. They selected methods aligned with learning objectives and student needs, and they provided supportive feedback. While most students reported success, one or two expressed challenges in creating appropriate assessments, but overall, assessments included quizzes, projects, and presentations to evaluate various aspects of student progress.

Question (18) how do you develop your teaching skills to improve the quality of your teaching? The *Kampus Mengajar* Program students improved their teaching skills by reviewing past lessons, receiving feedback, practicing before class, evaluating their practices, deepening their subject knowledge, updating teaching methods, and attending seminars or training sessions to enhance teaching quality and effectiveness.

Question (19) how do you evaluate the teaching that has been done to plan further learning? All of the *Kampus Mengajar* Program students used feedback, engagement, and performance reviews to evaluate their teaching, plan future lessons, adapt strategies, and improve quality. This reflective process helped them address weaknesses, reinforce strengths, and align lessons with learning objectives.

Question (20) Do you regularly review how to manage your time to achieve a better learning outcome? *Kampus Mengajar* Program students in batches 4, 5, and 6 consistently reviewed and managed their time to improve learning outcomes. They used techniques such

as scheduling, setting priorities, and evaluating time efficiency. While most students reported effective time management, some faced challenges due to limited class time.

b. Discussion

This section discusses the results obtained by the researcher from findings. By using open-ended questions, the researcher can determine the development of students' teaching skills through 7 indicators of teaching skills, namely as follows:

Indicator (1) Planning and Preparation, based on data from three questions on teaching planning and preparation, the *Kampus Mengajar* Program students in batches 4, 5, and 6 prepared all teaching resources, materials, and equipment the day before teaching. This included adapting material to students' abilities, planning objectives, creating structured plans, using varied methods, and providing creative assignments. They also chose engaging activities based on students' interests, learning styles, characteristics, and needs. This aligns with Kyriacou (2007:19), who states that teachers must plan lessons to suit students' needs, design effective learning, provide supportive assignments, use inclusive methods, decide on lesson objectives, and prepare necessary tools and materials. Effective planning and preparation are crucial for successful teaching.

Indicator (2) Lesson Presentation, based on data from question 1, most *Kampus Mengajar* Program students designed learning activities using suitable methods to help students understand the material and achieve learning outcomes. This is evident from students' enthusiasm and engagement in activities that enhance their knowledge, skills, and understanding. Kyriacou (2007:34) states that teachers use varied methods and activities tailored to the material and students' needs, making learning more engaging and effective. From question 2, *Kampus Mengajar* Program students also analyze and evaluate students' abilities, interests, and needs to create effective learning activities. This prepares students for future challenges and meets their interests optimally. The Foundational Teaching Skills Guidebook by World Bank Education (2022:32) emphasizes connecting current learning to previous lessons to support understanding of new knowledge. According to data from question 3, *Kampus Mengajar* Program students promote deeper thinking by evaluating students' understanding through challenging questions, quizzes, and feedback. This aligns with strategies for assessing progress and achieving desired learning outcomes.

Indicator (3) Lesson Management, data from three questions on lesson management showed that *Kampus Mengajar* Program students in batches 4, 5, and 6 managed their classes well by creating a positive and productive learning environment. They monitored student progress, supported enthusiasm, set clear rules, used seating arrangements to control

movement and noise, employed nonverbal signals, and provided consistent rewards and consequences. These practices align with Usman's (2005:132) view that effective classroom management involves creating optimal learning conditions through skillful student and facility management.

Indicator (4) Classroom Climate, based on the *Kampus Mengajar* Program students' perspectives, good student relationships were built through positive interactions like effective communication, fairness, empathy, motivation, respect, understanding, support, praise, and constructive feedback. A positive classroom arrangement also created an inclusive, safe, and productive environment. The World Bank Education (2022:20) states that strong teacher-student relationships are crucial for a positive and productive classroom, improving behavior, academic skills, and overall culture.

Indicator (5) Discipline, based on two questions about discipline, *Kampus Mengajar* Program students reported that they applied rules for managing bad behavior consistently and clearly. These rules were established before learning started, with clear explanations and regular reminders. This approach fostered an effective learning environment. Strategies for addressing misbehavior included analyzing causes, offering counseling, giving warnings, applying sanctions, and involving parents. Kyriacou (2007:83) emphasizes that teachers must clearly communicate and enforce rules, investigate misbehavior, provide counseling, and apply appropriate consequences.

Indicator (6) Assessing Pupil's Progress, Based on questions 1 and 2 in the "Assessing Pupil Progress" section, *Kampus Mengajar* Program students in batches 4, 5, and 6 used appropriate assessment methods, including formative and summative assessments, to measure student achievement and development. Formative assessments monitored progress and provided feedback during learning, while summative assessments evaluated understanding and achievements at the end of learning. These methods supported student learning, improved teaching quality, and evaluated overall progress. Kyriacou (2007:105) notes that teachers should use both formative and summative assessments to identify difficulties, evaluate teaching effectiveness, and ensure progress. Providing appropriate feedback is crucial for correcting mistakes, encouraging effort, and maintaining student confidence. This aligns with findings that *Kampus Mengajar* Program students also offer constructive feedback and positive support to enhance student motivation and self-confidence.

Indicator (7) Reflection and Evaluation, according to Kyriacou (2007:121) reflecting on and evaluating learning involves assessing current practices to find improvements and

enhance future plans. Teachers should also ensure their time and effort effectively achieve consistent and efficient learning outcomes. This aligned with the research findings, where *Kampus Mengajar* Program students evaluated their teaching to plan future lessons and improve their skills. They enhanced their teaching by adding references, aligning material with objectives, using innovative methods, reviewing time management, and seeking feedback from students and colleagues.

Thus, the seven teaching skill indicators from Kyriacou (2007) were applied by *Kampus Mengajar* Program students, demonstrating that the program effectively developed their teaching skills.

5. CONCLUSION AND SUGGESTION

a. Conclusion

In conclusion, the research shows that students' teaching skills improved significantly after participating in the *Kampus Mengajar* Program. This improvement is evident in their proficiency across seven key indicators: planning and preparation, where they effectively prepared materials and activities suited to students' needs; lesson presentation, where they adapted lessons to students' abilities and interests; lesson management, where they managed time effectively and used appropriate strategies for student movement; classroom climate, where they created a positive environment through good relationships and a pleasant setting; discipline, where they set clear rules and managed behavior effectively; assessing pupil's progress, where they used suitable assessments and provided constructive feedback; and reflection and evaluation, where they reflected on their teaching to enhance skills and plan future lessons.

b. Suggestion

Based on the data results, there were several suggestions that could be given to students, the *Kampus Mengajar* Program, and other researchers, as follows:

1. Students

The researcher hoped that this research could be used as motivation for students to improve their teaching skills and make them more interested in various programs that can develop student skills.

1. The *Kampus Mengajar* Program

For the *Kampus Mengajar* program makers, the researcher hoped that this research could be useful for them in designing programs to be better than before.

2. Further Researchers

Other researchers can examine more deeply the development of students' teaching skills by participating in the *Kampus Mengajar* Program. Apart from that, there are many other aspects that can be researched, such as social skills, soft skills, and hard skills that students develop while taking part in the program.

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