Teaching Experiences in Kampus Mengajar Batch 6: EFL Case Study at South Kalimantan Indonesia

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Abstract

This study was conducted to explore and understand the experiences of students in joining and undergoing the *Kampus Mengajar* program at schools in South Kalimantan Province and their experience in teaching English during their participation on that program. This research employed a qualitative approach in case study method with twelve participants who were university students in South Kalimantan Province who took part in *Kampus Mengajar* Batch 6 Program. The main source of data was an online open-ended questionnaire within thirty-one questions and documentation in form of pictures from participants as evidence that related to the research information. The data were analysed by using the thematic analysis, using two theories; the Experiential Learning Theory and Adult Learning Theory. The finding show that the program involved three preparatory stages, including registration, selection, and pre-assignment processes, before students were deployed to schools. Participants conducted school surveys to assess the condition of facilities, teacher quality, and student comprehension. While most participants did not encounter major challenges, those who did were able to develop both hard and soft skills. Regardless of their academic backgrounds, the participants displayed strong enthusiasm for teaching English and used creative methods to enhance student engagement. The program enabled them to apply their academic knowledge in real teaching environments, contributing over three hours of instruction per week. The data revealed that most of the respondents identified the substantial positive effects of Kampus Mengajar Batch 6, particularly in stimulating change in students' literacy and numeracy skills. Meanwhile, the program encouraged substantial contributions to the Indonesian education system, with the respondents asserting transformative influences on their professional development as well as on the institutional capacity of partner schools.

Keywords: *English Teaching*; *Kampus Mengajar*; *Kampus Merdeka*; *Teaching Experiences*

INTRODUCTION

In the era of Industry 4.0, technological competence is paramount for success in various fields. This includes proficiency in utilizing advanced technologies such as artificial intelligence, big data analytics, cloud computing, and the Internet of Things (IoT) to streamline processes, improve efficiency, and drive innovation. in the era of Industry 4.0, technological competence and English proficiency are deeply intertwined. Individuals with strong English skills have a significant advantage in navigating the complex landscape of modern technology, fostering innovation, and advancing their careers in the global marketplace. The field of education in Indonesia still faces several

challenges related to the educational quality, an uneven distribution of teachers, and the perceived shortage of teachers. Teachers are not evenly distributed throughout the entire country. There are many urban schools have more teachers than needed, while many remote schools have very few teachers (Surya, 2012).

Merdeka Belajar-Kampus Merdeka policy was initiated by the Indonesian Minister of Education and Culture, Nadiem Anwar Makarim, comprises four key elements: the introduction of new academic programs, enhancements to higher education accreditation, the establishment of Legal Entity State University (*Perguruan Tinggi Badan Hukum/PTNBH*), and the provision of the opportunity to study for three semesters outside one's primary program. Among these initiatives, the primary focus is on the latter component of the Kampus Merdeka policy, granting students the freedom to pursue three semesters of study outside their regular program (Priatmoko & Dzakkiyah, 2020)

Merdeka Belajar-Kampus Merdeka has main programs; ease of opening new study programs, changes to the higher accreditation system, ease of state universities becoming legal entity and the right to study for 3 semesters outside the study program. Students are given the opportunity to take credits, in the form of 1 opportunity to take courses outside their study program and 2 semesters to carry out learning activities outside the university (Tohir, 2020).

The presence of the Covid-19 pandemic affected the implementation of *Kampus Merdeka* programs that had been planned had to undergo some adjustment. Nevertheless, some aspects of the Kampus Merdeka programs continue to be conducted, including *Kampus Mengajar* program. This program's first batch officially launched for February 9, 2021, and involved approximately 15,000 college students throughout Indonesia who were asked with teaching school students in their respective area (Aditya, 2021)

The *Kampus Mengajar* program is initiated by the Ministry of Education, Culture, Research, and Technology of Indonesia since 2021. This program is aimed to be one of the solutions to heal the education during the pandemic by equipping university students to be part of the school for several months and helps in teaching and learning activities, improving the literacy and numeracy skills of students and digitalizing the school administration.

Kampus Mengajar (KM) is a component of the *Merdeka Belajar-Kampus Merdeka* (MBKM) policy, directly organized by the Ministry of Education and Culture (*Kemendikbud*). The main objective of this *Kampus Mengajar* program is to engage in teaching within schools located in the vicinity of students' residence, whether in villages or cities. These activities encompass more than just solely taking on the teacher's role in teaching, they complement to enrich material and learning strategies for students at school. Activities not only help in teaching, nevertheless, help the administration of both schools and classes, help teachers in adapting to technology to support good administration and learning processes. The benefits of this program include offering educational materials and guidance for elementary school student (Rosita & Damayanti, 2021). Students are expected to be able to upgrade knowledge, creativity, leadership and other interpersonal skills.

Kampus Mengajar is involving university students from the fourth semester and above with any study program and department. Education students are expected to participate in this program. As the main goal of this program is to increase students' literacy and numeracy skills, language students are also expected to be involved in this program. English students actively participate in the *'Kampus Mengajar'* program, demonstrating

their dedication to community engagement and education. Through this initiative, they contribute their language and teaching skills to local schools, fostering a supportive learning environment. Besides enhancing their own proficiency, English students making a positive impact on the students they teach, promoting cross-cultural understanding and educational growth. Their involvement in *Kampus Mengajar* reflects their commitment to social responsibility and the power of education as a force for positive change in the community. (Salsabilla, 2022). *Kampus Mengajar* is also an effort to build understanding on the level of human resource development related to comprehending the presence of digital media. This understanding will also be very useful in supporting the independent campus learning process in the 4.0 technology era. (Isnaniah, 2022).

There are not many studies that have been conducted regarding the experiences of students in joining *Kampus Mengajar* program. The first study was conducted by Rosita and Damayanti (2021). They conducted study entitled '*Pelaksanaan Program Kampus MengajarPerintis Pada Sekolah Dasar Terdampak Pandemi Covid-19*'. *Kampus MengajarPerintis*program has objective to enable students to support teaching in local elementary schools in their village or city. The focus of the study was the implementation of the pioneering *Kampus Mengajar*. The initial program, which trained students in adapting to online learning technology, was successful. The offline learning approach will incorporate video media projectors for thematic learning, Quizizz for student assessments, and the introduction of *AKSI* (Indonesian Student Competency Assessment) and Learning Modules from the Ministry of Education and Culture. The result of this study concludes that the introduction of technology in the students' learning process proceeded smoothly and received very enthusiastic responses from the students.

Based on the previous study conducted by Salsabila (2022), entitled '*The Experiences of English Department Students During the Kampus Mengajar Program at Elementary School*', *Kampus Mengajar* participants faced difficulties during the program. The participants are difficult to manage the time, bad internet connections impacted to the implementation of modern learning strategy, difficult to search teaching material, lack of facilities in learning activities, and difficulty to manage the students. Many students are not motivated to learn or enthusiast to the *Kampus Mengajar* implementation.

This study was aimed to discover the college students' experiences in joining and teaching English while undergoing *Kampus Mengajar* Batch 6 program. Both of the previous studies were not serving how was the students adapt and adjust themselves into the school environment. The researcher enhanced this topic through a question and elaborate the answers of the participants into a sub-theme.

Based on the background mentioned above, this studywas conducted to explore the information about these following:1) the experiences of students from South Kalimantan in joining the *Kampus Mengajar* Batch 6 program at schools in South Kalimantan Province; and 2) the experiences of students from South Kalimantan in teaching English during their participation in the *Kampus Menga*ajarBatch 6 program at schools in South Kalimantan Province.

METHOD

The researchers used a qualitative approach using case studymethod that focused on the finding out how was the experiences of students from South Kalimantan in joining and undergoing the *Kampus Mengajar* Batch 6 program at schools in South Kalimantan Province and their experience in English teaching experiences in that program. The respondents of this study were 12 students of several colleges from different semester

that were participated in *Kampus Mengajar* batch 6 program and teaching the level of Elementary School and Junior High School. The researcher used open-ended questionnaire order to collect the data. The questionnaire distributed to the participants via WhatsApp message content with the link of Google Form of the questionnaire. Crafting these inquiries necessitates a balanced approach, ensuring that the number of questions strikes a harmonious equilibrium not overwhelming the participants with an excessive number of queries nor offering an insufficient set of inquiries. Instead, the focus lies in tailoring these questions meticulously to align with predetermined indicators or criteria (Siyoto & Sodik, 2015). Thedata analysis used by the researcher is thematic analysis to examine the data, this approach's accessibility, transparency, and flexibility increase the validity of the analysis. The researchers are able to perceive and interpret shared or collective meanings and experiences through the use of theme analysis (Braun & Clarke, 2012).

RESULTS AND DISCUSSION

The finding shows that the twelve participants have similar experiences one to another. From the data analysis, the researchers served seven themes related to experiences in undergoing the *Kampus Mengajar* Batch 6 program; namely the motivation, experiences in the initial process, valuable and memorable moments, problems faced, skills improvement, adjustment to the school environment and experiences in teaching English at the program.

1. Experiences in Joining and Undergoing *Kampus Mengajar* Batch 6 Program

The experiences of this findings related to two main themes; the students' motivation in joining the program and their experiences in the initial process of the program.

a. The Motivation in Joining *Kampus Mengajar* Batch 6 Program

Motivation is the reasons someone has for acting or behaving in a particular way to achieve certain goals. Every human being has 5 basic needs. In fulfilling each of these needs, it will start from the lowest needs first before increasing to the highest needs. The five needs include psychological needs, security needs, social needs, the need to be respected, and the need to achieve something. The need to achieve something as the individual's need to actualize himself. The goal is so that his abilities and work can develop (Maslow, 1943)

The research finding discovered that there were two reasons to motivate the participants to join the *Kampus Mengajar* Batch 6 program. The first motivation is to enhance new experience, especially in education. Some of the participants are from the education department. This program can be a good opportunity for them to enhance their experience in teaching and gain their knowledge.

The data shows that most of the respondents stated that enhancing new experience is the reason which motivated them to join the *Kampus Mengajar* Batch 6 Program. This was expressed by a participant, namely P8, she mentioned that:#P8"*To enhance new experience directly from the field and gain new skills as a prospective teacher.*"

The second motivation that encourages the participants is contribution. The participants stated that their motivation in joining this program was they wanted to contribute to the community and education through the programs created by the government. The respondent (P9) stated that:

> "*My main motivation for taking part in Kampus Mengajar activities especially the sixth batch, is that I want to go directly into society carrying out various social activities but within the scope of school, through my experience and learning while at college it allows me to implement the knowledge I have acquired. Even though my major is the opposite of education, which does not prevent me from wanting to*

take part in this opportunity. Plus, this program created by the government really helped me to carry out these activities with quite clear directions. Because I adhere to the principles of the tri dharma of higher education, one of which is motivating, namely 'service to the community'." (#P9)

The findings of this study align with previous research on the reasons why students engage in the *Kampus Mengajar* program, particularly for the purpose of gaining new experiences. Rahmawati and Prasetyo (2022) emphasized that participants were driven by the desire to develop competencies through direct immersion in school environments, which aligns with the fact that new experiences are a driving force for personal development. Similarly, Sari et al. (2021) found that 67% of the participants entered the program to learn off campus and is a reflection of the current study's main inspiration in experiential learning. The official report of the Ministry of Education (Kemdikbud, 2021) also verifies the same, quoting that 72% of the members entered seeking practical teaching experiences to understand real-world educational problems, a theme reflected in the current study. Nuraini (2023) also highlighted participants' need to explore new spaces and soft skills, cementing that new experience is at the heart of motivation. Collectively, these studies reinforce that the *Kampus Mengajar* program resonates with students eager to break beyond academic standards and pursue breakthrough, community-centered experiences (Pratama & Wijaya, 2022).

b. Experiences in the Initial Process for *Kampus Mengajar* Batch 6 Program

According to *Kampus Mengajar* pocketbook (2021), there are several activities are implemented by the participants in undergoing this program, starting with the initial assignment in which students are provided with briefings and coordination. During the initial process, there are registration and selection process, pre-assignment process, and school survey process.

The initial phase of *Kampus Mengajar* Batch 6 involved a systematic yet exhausting process, beginning with online registration and document submission, where applicants mentioned the competitiveness of administrative selection. As stated by respondent(#P3): "*The website was user-friendly, but documents like academic transcripts and letters of recommendation gave me anxiety about eligibility*". Following administrative screening, the shortlisted candidates were interviewed for motivation and flexibility, as highlighted by another respondent: "*The interview tested our commitment to teaching in disadvantaged schools, to check alignment with the program's objectives*" (Respondent 5). Successful candidates then went through a two-week online pre-assignment training, on pedagogical methodologies and school needs analysis. One trainee remarked, "*The modules were practical, but condensing content into two weeks felt intense*" (Respondent 3), reflecting the program's emphasis on accelerated skill-development. Finally, the school survey process allowed participants to acknowledge contextual challenges explicitly. One group noted, "*Surveying the school revealed gaps in infrastructure and teacher shortages, which shaped our tailored intervention plans*" (Respondent 2), echoing the importance of ground-level data as prioritized by Sari et al. (2021). These stages cumulatively equipped participants with both technical and contextual readiness, aligned with the Ministry of Education's call for adaptive, community-based solutions (Kemdikbud, 2021).

c. Valuable and Memorable Moments During the *Kampus Mengajar* Batch 6 Program

This section is aimed to answer the first research question about the participants' experiences while joining the Kampus Mengajar Batch 6 program. There were three sub-themes about the valuable and memorable moments during the *Kampus Mengajar* program, the first is gaining new relations. Based on the data, two out of twelve participants expressed that they were gaining relationships and friends from different campuses. This is expressed by P2 and P3 : #P2*"Gaining teaching experiences and also make new friends from different Universities"*#P3 *"Getting extraordinary friends"*

The second sub-theme is teaching experiences. Almost all of the participants stated that their valuable moments happened while teaching and learning process. They were so motivated to teach the students and felt fascinated when the students understood and were enthusiastic about the lessons they were giving. One participant stated that he was helping a student who was frustrated and hopeless in understanding certain material. The interaction among participants, teachers and students was very good made the participants value the moments.P9 said that: #P9 *"When I succeeded in helping a student who initially felt frustrated and hopeless in understanding certain material and finally was able to understand."*

Then, the last valuable moment was the Literacy and Numeracy Festival. This festival of literacy and numeracy was a project aimed to increase the student's comprehension in literacy and numeracy. This project has a special meaning for students and participants because they were united together to conduct some activities during the festival period. This was stated by P5, he said that: #P5*"An impressive memory is the implementation of the literacy and numeracy festival project."*

d. Problems While the Assignment of *Kampus Mengajar* Batch 6 Program

Obstacles are anything that hinders, obstructs, or hinders that humans or individuals encounter in their daily lives, which come one after another, thus creating obstacles for the individuals who experience them in achieving their goals (Hamalik, 1983)

The research findings also revealed the problems faced by the participants during the *Kampus Mengajar* Batch 6 Program. Although five out of twelve participants stated that they did not face any serious problem, the researcher divided the topics into three main parts of the problems that are most participants mentioned earlier. Namely the school location, bad cooperation, and work programs.

The first common problem faced by the participants is the school location. Whether it is far from their reachable area, or the access to the location. Based on the data, three out of twelve participants experienced this problem. Three out of twelve participants experienced this problem, namely P8 dan P10: #P8 *"The problem I faced is that the school is quite far away"* #P10 *"The school is faraway"*. The second problem was bad cooperation among the team members. One of the team members being a burden to the others and caused the coordination of the team is disturbed.This was expressed by P5, he said that: #P5 *"One of the team members has become a challenge to work with. He frequently misses class, reacts with anger when attending, and consistently fails to complete peer reviews."*

Then the last problem is when conducting the work programs, one of the participants stated that at first their plans for the work programs was compared to the previous batch of *Kampus Mengajar* at the school. Fortunately, they can prove to the school that their work programs conducted in a better way and qualities for the school, where P7 stated that at first their work programs were compared to the previous team of Kampus

Mengajar at the school. #P7 *"The challenge we faced at the beginning of our assignment was that we were constantly compared to the participants of the Kampus Mengajar Batch 5, who had previously served at the same school. However, over time, we were able to prove that we too could design and implement quality programs for the school."*

Unfortunately, all of the three problems mentioned above were experienced by a participant, where their team was struggling with the distance to reach the school, lacking members, and poor human resources in conducting the work program.

e. Skills Improvement During the *Kampus Mengajar* Batch 6 Program

Skills exist along a continuum of complexity from reproduction to production. Reproduction skills are skills that focus on implementing standard procedures or automated processes, such as multiplying numbers or typing. Productive skills, on the other hand, involve applying principles and strategies, such as creative writing or playing chess (Romiszowski, 2009).

The next part is skills improvement during the *Kampus Mengajar* Batch 6 program. The participants explained that they have improved their hard skills and soft skills while undergoing the *Kampus Mengajar* Batch 6 program. All of the participants agreed that their teaching skills were improved during this program, where before they did not have any experience in teaching had improved. The participants also stated that they were not confident at first, yet after this program was due, they gained confidence and made a progress. It stated by P2: #P2 *"At first, I only knew the theory of teaching, as I had never taught before and had no prior teaching experience. However, over time, my teaching skills have improved significantly. I've learned how to teach effectively, understand students' characteristics, and manage them appropriately."* The participants also expressed that their teaching skills were really bad and difficult to interact with the students, yet they found strategies to deal with it. P7 stated that: #P7 *"Before, it was quite challenging—I had a hard time interacting with students while teaching. I even felt very uncomfortable at first. But now, things have improved significantly. I'm no longer shy about teaching in front of the class, and I've learned effective strategies for dealing with misbehaving students."*

Furthermore, participants who previously did not use the teaching media improved their teaching strategies by making teaching models. Then, the participants stated that they changed their teaching method which previously passive to be more active depending on the students they taught. For example, they raised their voice while teaching male students who were usually noisy and loud during classes. These was stated by P10 and P12: #P10 *"Previously I did not use learning models, afterwardI was able to use learning models and handle a variety of student characteristics".* Furthermore respondent 12 stated that:

"Since I was assigned to a vocational school and taught mostly male students, I found that I needed to raise my voice more often to maintain their attention. Male students tend to be more energetic, so I had to adjust to their level of energy. It required extra effort, especially because many of them liked to walk around and were often permitted to leave the classroom. This situation taught me to be more patient and, at times, to be firm—even raising my voice when necessary. I also learned the importance of incorporating ice-breaking activities and building mutual respect. Occasionally, I would give the students a 10-minute break to help them relax and refocus."#P12

Moreover, the other skills that improved are soft skills, namely their communication and discussion skills, socialization, digitalization, time management, problem solving

and analytical thinking. According to the research findings, the participants gained their ability to communicate and discuss. They were able to express their opinions and discuss problems. Yet having a hard time adapting to the new circumstances, they had to socialize with the environment. This skill is important to the participants for good. Fortunately, the participants improved this skill after joining the *Kampus Mengajar* Batch 6 program. P11 stated that: #11 *"Easy to adapt, more interactive with students and teachers, mastery of teaching materials."*Furthermore, in this digital era, people, especially teachers are expected to use technology in teaching and learning process. One participant explained that he had improved his skills in content creating during the *Kampus Mengajar* Batch 6 program, such as Ms. Office, Graphic Design, Video and Photo editing for the teaching media. P5 said that:#P5*"My skills include graphic design, video editing, photo editing, photography, videography, and proficiency in Microsoft Office (Word, Excel, PowerPoint). I have also made some progress in developing those skills and new skills, such as creating video content and designing engaging teaching materials."*

The last skills that are improved during the *Kampus Mengajar* Batch 6 program are problem solving and analytical thinking. Every situation has its own problem, and the participants are forced to solve them by analytical thinking. The participants stated that during this program, they had improved these skills while looking for solutions. P7 stated that: #P7*"I have further developed my ability to handle a variety of situations effectively."*

f. Adjustment to the School Environment

The last theme is aimed at answering how the participants adjust to the school environment. As mentioned in the data findings, the participants faced different experiences in adapting themselves to the new routine and circumstances. The researcher divided the data into four sub-themes, namely by socializing, adapting, accepting, and observing.

Every individual has different abilities and skills and the work environment also has differences. The more the individual's existing needs are adapted to the requirements of the work environment, the higher the satisfaction obtained. A person will work happily and joyfully if what he does is in accordance with his circumstances, abilities and interests. On the other hand, if a person does not work in accordance with what he has in him, he can be expected to be less enthusiastic about work, less happy and less diligent (Pertiwi, et.al, 2022).

The first adjustment by the participants was socializing. They socialized with the school communities such as the teachers, students, and the other staff or people at school. The participants interact with them in order to be used to the environment and to be accepted as the school's new community. #P7 *"Cara saya adalah dengan mempererat hubungan dengan para siswa." (My way is to strengthen relationships with students)."* The second adjustment is adapting. The participants explained that they faced a hard time adapting themselves to the new circumstances yet they still holding to face it and finally can be able to unite to the school environment. Respondent 5stated that:#P5: *"The experience was quite challenging, especially as I was shocked by the environment, particularly the students' behaviour. They were noisy and often displayed a lack of manners, which was so overwhelming that it made me feel physically ill, as I was unaccustomed to such situations."*

Furthermore, the participants also stated that the only way they can adapt to the school environment is by accepting the new circumstances. P12 stated that: #P12

"Follow the school rules, behave well, and show courtesy to all members of the school community." Yet one of the participants did not have hard time in adjusting himself to the school environment. P10 said that: #P10 *"The school welcomed our arrival so warmly that no significant adjustment was necessary."* Then the last is observing, one of the participants stated that he was observing the school routine and tradition in order to determine how to overcome the situation and adjust himself to the school environment. P9 stated that: #P9 *"In that situation, I handled it by first observing the traditions at the school. By gathering this information, I was able to use it as a reference to determine the actions I needed to take in order to adjust myself."*

2. Experiences in teaching English while undergoing *Kampus Mengajar* Batch 6 program

This third theme is focusing on answering the second research question about the participants' experiences while teaching in undergoing the *Kampus Mengajar* Batch 6 program. Participants were given the opportunities to be teachers' assistant in teaching English. Based on the research data, 5 out of 7 participants were not from English education department, yet they still took initiative to teach English in order to help the teachers.

Anyone interested in learning English teaching methods should be familiar with basic terms in the field. Teaching English as a Foreign Language (TEFL) refers to instructing students whose first language is not English. TEFL typically occurs in the students' home country, either within the public school system or at a private institution. TEFL teachers may or may not be native English speakers (Fachrurrazy, 2011).

As stated by the participant #P2, "*we come and teach English at school 12 hours in a week*, the participant taught English at the school every week, up to twelve hours per week. They conducted English lesson with different topic materials as stated by P2. #P2: "*Despite the most of the materials are vocabularies such as alphabet, verbs, and nouns, we also taught English daily conversation such as greetings, introduction, direct messages, recount text and basic sentences*".

Based on the findings, more half of the participants already implemented the teaching approaches that suited the student's comprehension. For beginner level, such as elementary school students in 1-6 grades, the participants employed fun learning methods with games, songs, and reading along. Meanwhile, one-third of participants, implemented the direct method, Grammar Translation Method, and lecturing technique.

The data revealed that most of the respondents identified the substantial positive effects of *Kampus Mengajar* Batch 6, particularly in stimulating change in students' literacy and numeracy skills.

CONCLUSION

The participants of this study, which are college students, have faced various experiences that improved their skills and experience during the *Kampus Mengajar* Batch 6 program. There are sets of initial processes the participants went through before undergoing this program, such as registration and selection, tests, and pre-assignment process. Furthermore, the participants able to observe the school circumstances and communities through the school survey, starting with the school building and facilities condition, teachers' quality and quantity, and students' comprehension.

Most of the participants of this study did not face any serious problem while undergoing *Kampus Mengajar* Batch 6 program. Although some of the participants did struggle with some problems that caused them to improve their skills both hard skills

and soft skills. Whether they are from English Education department or not, the participants showed their enthusiasm in teaching English during the program.

In addition, this program provides the participants with the opportunity to implement their knowledge and gain experiences in teaching more than three hours per week. The English materials taught by the participants are various one to another in different methods and approaches. Participants creative ways in teaching caused the teaching and learning activities to become more interesting and achieve the goal effectively.

However, based on the participants experiences this can be concluded that *Kampus Mengajar* Batch 6 program provides many positive impacts and benefits for them to gain more experiences, improving and increasing their skills and contribute to the education in Indonesia, especially in increasing the number of literacy and numeracy skills of the students in elementary school, primary school, and high schools. Every work program and activity conducted by the *Kampus Mengajar* Batch 6 program while taking part in this program also provides positive and potential impacts and benefits for the school, this is consistent to the main goal of *Kampus Mengajar* to increase students' literacy and numeracy.

There are some numbers of recommendations are made concerning future improvements. For future researchers, it is recommended that they focus on targeting certain variables, for instance, student engagement, language learning progress, or pedagogical styles, to maximize the understanding of EFL usage. For the government, continuing its support for the program's sustainability is necessary by improving pre-assignment training of student teachers and ensuring adequate logistical and instructional support. The local governments also need to be actively involved in ensuring that national policies are matched with local educational priorities. Through continuous development, the *Kampus Mengajar* program can be a model for effective collaboration in improving Indonesia's educational standards, especially in the framework of learning the English language.

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