


# Pre-Service Teacher's Experience in Improving English Literacy of Through the Kampus Mengajar 7 Program

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## A B S T R A C T

The Kampus Mengajar Program is part of the Merdeka Belajar Kampus Merdeka (MBKM) policy, which provides opportunities for pre-service teachers to be directly involved in improving the quality of education in elementary schools. This study aims to explore how pre-service teachers describe their experiences in overcoming challenges in improving students' literacy while participating in the Kampus Mengajar 7 program. This research used a qualitative approach with a case study design, involving five pre-service teachers who had participated in the program. Data were obtained through semi-structured interviews. The results showed that pre-service teachers faced various challenges at school, such as students' low interest in reading, limited learning media, and the lack of English teachers. To address these challenges, they designed a needs-based engaging literacy program that was fun and relevant, such as routine reading before lessons, reading corners, and the use of digital media such as Canva, Wordwall, and YouTube. Individual and group strategies were also implemented to make students more active and enthusiastic. Besides having an impact on improving students' literacy, involvement in this program also contributes to the development of students' pedagogical, social, and technological competencies as pre-service teachers. However, the sustainability of the program still depends on school support and teacher involvement. These findings show that the Kampus Mengajar 7 program not only had a positive impact on students, but also provides an authentic learning experience for students in preparing themselves as professional educators in the future.

**Keywords:** *Kampus Mengajar, english literacy, Pre-service Teachers, Experience.*

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## INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM), a curriculum overhaul policy in higher education, was founded by Minister of Education and Culture (Kemendikbud) Nadiem Makarim (Kholik et al., 2022). The Ministry of Education, Culture, Research, and Technology introduced the Merdeka Belajar Kampus Merdeka (MBKM) program, which includes the Kampus Mengajar (Waldi et al., 2022). According to Syarifuddin & Adiansha, (2023) Kampus Mengajar is a teaching activity in schools given to students from various departments and universities throughout Indonesia to participate, develop themselves, and make changes. According to Satrianno et al., (2024) as pre-service teachers, students have the opportunity to experience being an elementary school teacher through a program called the Kampus Mengajar provided by the government. The Kampus Mengajar activities are expected to enrich students' experiences and insights, develop creativity and interpersonal skills, foster leadership attitudes, and contribute to the teaching and learning process in schools according to task placements (Cahyono et al., 2024). Through off-campus activities, Kampus Mengajar seeks to give students the chance to grow as individuals and as learners (Pratiwi & Tranggono, 2023).

The program provides students with the opportunity to participate in the Kampus Mengajar Program and supports education in nearby villages or cities through elementary, junior high, and vocational high schools are the two main goals of the program (Widiansyah & Fitriansyah, 2022). According to Cahyono et al., (2024), the objectives of the Kampus Mengajar program batch 7 are: (1) Increase the effectiveness of student learning through the use of more innovative and fun media and approaches. (2) Support technology development in management and the learning process. (3) Assist and partner with teachers in working together to implement literacy and numeracy learning in schools. The benefits of Kampus Mengajar activities include learning innovation for schools, introducing kids to culture and technology, and helping students develop their soft skills and leadership (Pratiwi & Tranggono, 2023).

Students have a great opportunity to help raise the standard of instruction in certain schools through the Kampus Mengajar initiative. Students in this program actively participate in a variety of activities designed to enhance their literacy and numeracy skills in addition to serving as teacher assistants during the teaching and learning process (Suwanti et al., 2022). Students can use the theories they have learnt in lectures and obtain practical experience in a variety of Indonesian school settings through the Kampus Mengajar program. Through this program, students can experience what it's like to be a real teacher, who must not only impart knowledge but also serve as a role model for the kids, connect with the school community, and act professionally. The experience gained during the program can affect changes in students' intelligence, ideals, and motivation in life, which in turn can strengthen their interest in working as educators (Sofiatun & Fathurrohman, 2023).

One of the initiatives in the literacy and numeracy program contained in the Kampus Mengajar is the government's target to increase students' interest in reading and arithmetic, and various other activities. Given that there are still many schools, especially at the public elementary school level, that require special attention in developing the learning process (Widiansyah & Fitriansyah, 2022). Indonesian students must acquire basic literacy skills, especially elementary school students. Reading and writing literacy encompasses the ability to understand and communicate information in writing, including Indonesian and English (Sidiq et al., 2023). According to Hamidah et al., (2024) the Kampus Mengajar concept strongly emphasizes improving students' literacy skills, especially at the elementary school level, which is an important basis for human resource development. One of the most important literacy programs for elementary school is English literacy. According to Hasanah, (2023), many problems students face in learning English. Most students at the elementary school level often experience difficulties, one of which is understanding vocabulary when learning English. A barrier faced by students is laziness, which sometimes contributes to their difficulties in learning at school. This is because not all students have a background that enjoys reading. In addition, students face obstacles in learning because they do not focus on the teacher's explanation. As a result, students cannot follow the lesson fully (Ahsani et al., 2021). This program is aimed at students who still have a low literacy level in elementary school. Students start learning a new language, such as the basics of English, and can also help students gradually improve their language skills (Salsabila & Megawati, 2024).

Many studies have been conducted to examine English literacy in elementary schools. This study focuses on the challenges students face in improving their literacy. The first study by Hasanah, (2023) found that this activity was able to help high-grade students overcome English learning difficulties, especially in grades 4 and 5. To increase learning effectiveness, English teachers work with the Kampus Mengajar student team and support this initiative. The English vocabulary work program's execution produced an activity report that covers preparation, execution, and assessment. This program is considered to provide a solution to the obstacles of learning English at the elementary school level. However, Salsabila & Megawati (2024) identified some challenges that still exist, such as students' low learning motivation and the limitations of interesting learning media. This research emphasizes the need for innovative teaching methods and appropriate media to improve students' motivation and English literacy skills. They also suggested that a fun learning atmosphere could help

overcome the low reading comprehension among sixth-grade students. A further study by Harputra et al., (2022) found an improvement in students' English literacy skills after training using the storytelling method with Indonesian Folk Tales. The results showed an increase in the average score from 66.7 in the pre-test to 85 in the post-test, as well as an increase in students' enthusiasm in telling stories and understanding reading material.

Research on the Kampus Mengajar program usually focuses on how the program helps the school in overall student learning outcomes. However, not many studies have specifically addressed how pre-service teachers create and implement work programs directly aimed at improving elementary school students' literacy. Most studies reveal more about the strategies, methods, or types of literacy interventions implemented. Therefore, this study focuses on the active role and real contribution of pre-service teachers in improving students' literacy through work programs in Kampus Mengajar 7.

Based on the background described above, the researcher formulates the following research question: How do pre-service teachers describe their experiences and challenges in improving students' through the Kampus Mengajar 7 program? This question aims to explore the perceptions, strategies, and reflections of pre-service teachers as they engage in efforts to enhance literacy skills among students, focusing on the practical experiences, challenges faced, and the impact of their participation in the program on both their teaching practices and the students' literacy development.

## METHOD

This study examines how pre-service teachers' experiences in the Kampus Mengajar 7 program help to improve elementary school literacy skills using a qualitative approach and a case study design. A qualitative method was used as this approach allows for an in-depth understanding of the experience's students have when teaching in elementary schools. Qualitative research relies on the participation of participants to provide in-depth responses to questions relating to how they construct or understand their experiences (Jackson et al., 2007).

In determining participants, the researchers used purposive sampling techniques. According to Lenaini (2021), purposive sampling is a non-random sampling technique where the researchers deliberately choose respondents or cases that are considered the most relevant and able to provide in-depth information to answer research questions. Because pre-service teachers who participate in the Kampus Mengajar 7 program are the target of this researchers, the researchers used the purposive sampling method. By using this approach, researchers can focus on pre-service teachers who participate in the Kampus Mengajar 7 program, so that the data collected is relevant and in accordance with the research objectives. In the selection process, the researchers worked with pre-service teachers who were alumni of the Kampus Mengajar 7 program. Therefore, the researchers selected five pre-service teachers who were alumni of the Kampus Mengajar 7 program and willing to participate in the research, were placed in elementary schools, and actively designed and implemented work programs to improve student literacy during the program implementation. In this way, they provided diverse responses and insights, making the results more comprehensive and representative of various perspectives.

Data Data was collected using semi-structured interviews, also known as in-depth interviews. The interview is adapted from Kolb (2015) using 4 stages: first Concrete Experience, second, Reflective Observation, third, Abstract Conceptualization, and fourth, Active Experimentation. Interviews were conducted face-to-face, which allows for direct interaction between the researchers and the respondent. During the interview process, participants were asked several questions related to this research. These interviews included questions about their experiences in improving English literacy. The purpose of these interviews is to gain a better understanding of how pre-service English education teachers improve literacy in elementary schools.

Prior to conducting the interview, each respondent was contacted to ask for the participant's willingness and consent. After obtaining consent, the interview schedule was determined. The researchers conducted interviews directly with participants who had been selected as informants in this study. The interview process was conducted at a location that had been agreed upon by the participants, taking into account their situation and readiness. For two weeks, the researchers arranged meetings with each participant, paying attention to their time and readiness so that participants feel more comfortable and free during the interview. The time allocated for each participant is between 10 to 15 minutes. To increase the effectiveness of the interviews, the researchers used a voice recorder to ensure that all information conveyed during the interviews was captured properly. Following the collection of interview data, the researchers examined the information gathered and made an inference.

In data analysis, this study used the three parallel stages proposed by Miles, Huberman & Saldana (2014), namely data reduction, data presentation, and conclusion drawing. Each procedural stage was followed sequentially to derive useful conclusions. Trustworthiness of data is also implemented to make sure that the data collected is valid. This research used a method of triangulation in data analysis to gain a comprehensive understanding of the pre-service teachers' teaching experiences. Methods enabled the research to understand pre-service teachers' experiences in improving students' English literacy.

## FINDINGS AND DISCUSSIONS

### Findings

This study reveals that pre-service teachers' experiences in Improving English literacy through the Kampus Mengajar 7 program, based on semi-structured interview data with five pre-service teachers participating in the Kampus Mengajar 7, were analyzed through the qualitative model of Miles, Huberman, & Saldana, (2014). The findings show that pre-service teachers went through all four stages of Kolb's experiential learning-Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation fully reflected how they faced literacy challenges, designed learning strategies, and formed professional competencies as pre-service teachers. All these aspects have directly answered my research question of how Pre-service teachers describe their experiences in improving students' literacy challenges through the Kampus Mengajar 7 program, including the identification of literacy problems, implementation of learning strategies and media, students' responses, as well as reflection on the role of pre-service teachers, are comprehensively revealed in the process.

#### *Concrete Experience*

At this stage, Pre-service teachers of the Kampus Mengajar 7 are directly involved in learning situations in elementary schools. They faced the real conditions of the students, recognized the challenges, and began to assume the role of educators. This initial experience begins with observation and identification of literacy problems, which serve as the basis for designing learning programs tailored to students' needs.

#### *Identifying the Challenges of Literacy in Elementary Schools*

Based on initial observations by the pre-service teachers participating in the Kampus Mengajar 7, complex literacy challenges were identified, such as low interest in reading, lack of reading habits, limited access to interesting reading materials, lack of supporting facilities such as libraries, and a shortage of English teachers, as expressed by NS, "When I observed, there were many students who could not read. There were even students who could not write at all," reinforced by N stated, "I found that students' interest in reading is still low, library facilities are inadequate, and most students are not used to reading books outside of textbooks," and M stated, "At my school, there is a shortage of English teachers, so we discussed ways we could address that shortage." These findings collectively emphasize that students not only face academic challenges but must also actively take on the role of innovators in designing contextual, structured, and sustainable literacy solutions.

#### *Applying Individual and Group Approaches*

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Respondents indicated that the learning strategies implemented during the Kampus Mengajar 7 program were tailored to the needs and characteristics of the students, both through individual and group approaches. AW stated, *"I teach them to read individually... from not knowing about the affixes 'mem-' and '-nya', as long as I teach them for two-three months, Alhamdulillah, they already know,"* illustrating how individual approaches are used to help students who are very weak in basic literacy in a gradual and focused manner. Meanwhile, NS stated, *"We use group methods, such as dividing groups A and B to read different parts of the book,"* reflecting group learning strategies to enhance students' enthusiasm and foster collaborative spirit in reading. These two quotes demonstrate that pre-service teachers are capable of designing flexible, adaptive, and contextual literacy strategies to create a more inclusive and effective learning environment for elementary school students.

*Practicing the Role of a Teacher*

Pre-service teachers not only act as mentors but are also actively involved in designing and implementing learning activities at schools. M stated, *"I am more confident, and as a future teacher, I need to be prepared to teach. I also understand more about technology like Canva or Wordwall,"* reflecting an increase in self-confidence and professional readiness as pre-service teachers. In addition, their ability to use digital media shows that this program also develops students' technological literacy as part of the pedagogical competencies required in the modern era.

*Reflective Observation*

At this stage, pre-service teachers reflect on their observations and first-hand experiences. Reflection is done on the initial condition of the school and the effectiveness of the program.

*Reflecting on the Results of the Initial Observation*

Respondents indicated that some literacy programs that had been implemented in schools were no longer continuing, mainly due to a lack of student interest and low teacher involvement. As A stated, *"We found that there used to be a 15-minute reading program, but due to lack of interest and the teachers were also a bit lacking, so the program was eliminated."* This reflects that the success and sustainability of literacy programs heavily depend on internal school support. Therefore, it is important for pre-service teachers to design programs that are not only innovative but also relevant and aligned with real-world conditions on the ground, making them easier to accept and implement consistently.

*Evaluation of the Program and Obstacles in the Field*

Respondents reported that during the implementation of the literacy program, they faced various challenges while evaluating the effectiveness of the activities carried out. M stated, *"The challenges that I faced when doing this program, there were some students who were very unruly. There are also those who are not enthusiastic,"* which illustrates the obstacles in classroom management and student motivation. Meanwhile, N highlighted technical challenges in renovating the reading corner, stating, *"The main challenge in implementing this program was renovating the reading corner. We had to paint it, so after school we painted until late at night,"* indicating limitations in time and resources. Despite the challenges, the pre-service teachers continued to evaluate the program, as stated by M, *"The five-minute reading program and the reading corner are effective. But teachers have to get students used to it so that the program is sustainable,"* emphasizing that teachers' involvement in getting students accustomed to participating is crucial for the program's sustainability. This shows that pre-service teachers not only play a role in implementation but also in reflection and continuous improvement of the literacy program they are running.

*Abstract Conceptualization*

This stage describes how pre-service teachers develop strategies and work programs based on the results of reflection. They begin to develop learning concepts that are appropriate to the context and needs of the school.

*Design and Implementation of Contextual Literacy Programs*

Pre-service teachers develop literacy programs that are relevant to the needs of schools through collaboration with students, teachers, and school officials. M stated that the program

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was tailored to the actual conditions at the school so that it could encourage students to read more often before class begins. *"We make the work program according to the needs at school, the results are very good because students read more often before entering class."* This is reinforced by AW, who emphasizes the importance of lesson planning and media preparation, *"We create the lesson plan first, prepare the tools and materials, and the result is that the children enjoy the work program."* These findings indicate that the involvement of various parties and the adaptation of programs to the school context are key to creating effective literacy activities that are appealing to students and can be implemented optimally.

*Integration of Technology in Learning*

The used of digital media in literacy activities is considered effective in increasing students' interest and engagement, especially in English language learning. Various strategies are implemented by pre-service teachers at the Kampus Mengajar 7 program, ranging from reading for 10–15 minutes before class begins, creating vocabulary posters, to setting up interactive reading corners. They also utilized technology such as YouTube, Canva, Wordwall, and online games to tailor the material to students' interests. AW stated, *"They are very enthusiastic when learning through Wordwall or Canva, because they can learn while playing and see interesting pictures,"* indicating that visual and interactive media can enhance students' motivation to learn. This is reinforced by A, who said, *"We show English stories through YouTube, and they get excited because there are characters, voices, and interesting visuals,"* emphasizing that audio-visual elements help create an enjoyable literacy experience. In addition, M stated, *"Students are very enthusiastic when learning using Wordwall or Canva, because it is more interesting and their literacy is improved,"* indicating that the use of digital media not only attracts students' attention but also has a positive impact on improving their literacy skills. These findings show that the integration of technology in literacy programs can create contextual, engaging, and relevant learning experiences for the needs of elementary school students today.

*Adjustment of the Program to the Curriculum*

Several respondents said that the literacy programs they ran were aligned with the school curriculum to make them easier to implement and get support from the school. N stated, *"We align the literacy program with P5, the Pancasila Student Profile Strengthening Project,"* which shows how they try to link literacy activities with character building based on the values in the Merdeka curriculum. A made a similar statement, saying, *"We adjust the program to the Merdeka curriculum that applies in my school,"* which shows that the program is adjusted to remain relevant to the education policies being implemented. This statement illustrates that Kampus Mengajar pre-service teachers not only focus on the technical implementation of activities but also consider the suitability of the program in the context of the curriculum policies in place at the schools

*Active Experimentation*

At this stage, pre-service teachers begin to implement the concepts and strategies that have been designed by running the literacy program, evaluating its implementation, and observing changes in students, while preparing various learning strategies and activities that support the achievement of program objectives.

*Implementation of the Interactive Literacy Program*

Various Various programs were carried out during the Kampus Mengajar 7, such as educational games, storytelling, and reading corners, reflecting the initiative and creativity of pre-service teachers in designing engaging and contextually relevant literacy programs, as stated by M, *"The programs I implemented include Wordwall, creating English-language images, and word puzzles,"* demonstrating the used of visual and digital media to enhance students' interest in learning English, and reinforced by N statement, *"During the Kampus Mengajar program, I ran the Literacy Diary and Literacy Horizon programs,"* which aim to build students' reading habits and reflection skills. These two quotes emphasize that pre-service teachers not only assist teachers but are also actively involved in creating sustainable literacy programs tailored to students' needs.

*Observing Student Changes*

Respondents noted changes in student behavior and attitudes during the literacy program. M stated, *"Students who were initially lazy or difficult to communicate with became more enthusiastic and active in learning,"* indicating that student engagement in the learning process increased as the program progressed. Meanwhile, N observed a shift in students' habits after participating in the program: *"Previously, after eating, they immediately played; now, after the program, they immediately take up reading books,"* indicating the emergence of reading habits as part of their daily routine. Both statements emphasize that the literacy program not only has cognitive impacts but also contributes to the development of positive attitudes and a literacy culture within the school environment.

#### *Development of Student Competencies ss Pre-service Teachers*

Direct teaching experience through the Kampus Mengajar 7 program was rated by respondents as highly contributing to improving the pedagogical, social, and technological competencies of pre-service teachers, as expressed by N, *"I learned how to manage a class, design creative learning, and establish communication with various parties,"* and NS, who stated, *"I can assess students' characters and create learning media according to students' interests it really helps me to become a teacher,"* while the reinforcement of humanistic values is also reflected in NS stated, *"We learned to read students' characters one by one, so we can know which ones should be joked with first before they want to learn,"* and A stated, *"I learned how to build communication so that students feel comfortable, not just telling them to study,"* indicating that participation in the program not only develops professional competencies but also fosters sensitivity and a more empathetic approach when dealing with elementary school students.

#### **Discussion**

This section discusses the results of research showing the experiences of pre-service teachers in improving the English literacy of elementary school students through the Kampus Mengajar 7 program. The findings of this study show that pre-service teachers participating in the Kampus Mengajar 7 program gained comprehensive learning experiences in their efforts to improve the English literacy of elementary school students. They not only acted as teacher assistants but also actively participated in designing, implementing, and evaluating literacy programs. The pre-service teachers were able to identify several challenges faced by the students, such as a lack of reading interest, limited access to engaging reading materials, and the limitations of English teachers. They addressed these challenges with approaches tailored to the students' conditions and school environment, including providing individual guidance and implementing group methods to foster a collaborative learning spirit.

Interpretation of this data shows that pre-service teachers have high adaptive and reflective capacities in designing learning that is relevant to students' needs. Their initiatives are evident through contextually designed and enjoyable programs, such as regular reading before lessons begin, the creation of reading corners, and the use of interactive digital media such as Wordwall, Canva, and YouTube. This indicates a shift from theory-based learning in lectures to meaningful hands-on practice in schools. These results are in line with research conducted by Hasanah, (2023), which shows that pre-service teachers involvement in designing programs based on real needs can help students overcome barriers to learning English. Meanwhile, Salsabila & Megawati, (2024) emphasize the importance of using engaging learning media to increase students' motivation in learning literacy. On the other hand, the use of technology in learning activities conducted by pre-service teachers also supports the findings of Sofyan et al., (2025) who stated that digital technology can significantly enhance student interaction in learning English.

In the field, pre-service teachers face challenges such as a lack of support from teachers, low student motivation, and limited time and facilities. Despite this, pre-service teachers continue to evaluate the program on an ongoing basis and strive to make adjustments. They recognize that the sustainability of the program heavily depends on support from teachers and school authorities. Therefore, they strive to build collaboration with mentor teachers and align the program with the current curriculum, such as P5 and the Merdeka Curriculum, to facilitate its integration into school learning activities. The pre-service teachers' awareness of the importance of this collaboration aligns with the views of Satrianno et al., (2024) and Cahyono

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et al., (2024), who state that the effectiveness of literacy programs is greatly determined by school system support, including active teacher involvement. In a similar vein, Widiensyah & Fitriansyah, (2022) emphasize the importance of school involvement and teacher cooperation in improving educational quality through literacy programs. Thus, the pre-service teachers not only focus on implementing activities but also demonstrate a deeper understanding of the importance of program sustainability within the educational ecosystem.

Furthermore, pre-service teachers' involvement in this program also has a significant impact on the development of their professional competencies. Pre-service teachers reported that they gained experience in designing lessons, managing classrooms, establishing effective communication, and understanding student characteristics. Additionally, they developed empathy and a more humanistic approach in guiding students. This aligns with the findings of Sofiatun & Fathurrohman, (2023), who revealed that pre-service teachers' direct involvement in a school setting enhances their readiness as future professional educators. It also resonates with the findings of Satrianno et al., (2024), who emphasized that pre-service teachers' reflective practices in Kampus Mengajar support their pedagogical and professional growth through real classroom experiences. Overall, pre-service teachers' experiences in the Kampus Mengajar 7 Program not only contribute to improving students' literacy but also serve as a direct learning platform that helps shape pre-service teachers' identities and readiness as adaptive, innovative, and responsive future teachers to the educational needs of elementary schools.

## CONCLUSIONS

This study This study shows that pre-service teachers of English Education play an active role in improving the English literacy of elementary school students. Through the Kampus Mengajar 7 Program, pre-service teachers identified challenges such as low interest in reading, limited learning resources, and a lack of English teachers. Pre-service teachers also design needs-based literacy programs that are contextual, fun, and integrated with digital media, through strategies such as individual mentoring and group learning. Not only does this have a positive impact on improving students' literacy skills, but it also develops pre-service teachers' professional competencies in pedagogical, social, and technological aspects. Although the sustainability of the program is highly dependent on collaboration with teachers and institutional support, further research is recommended to expand the participants, evaluate the long-term impact, and further examine the role of schools in maintaining the sustainability of the program.

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