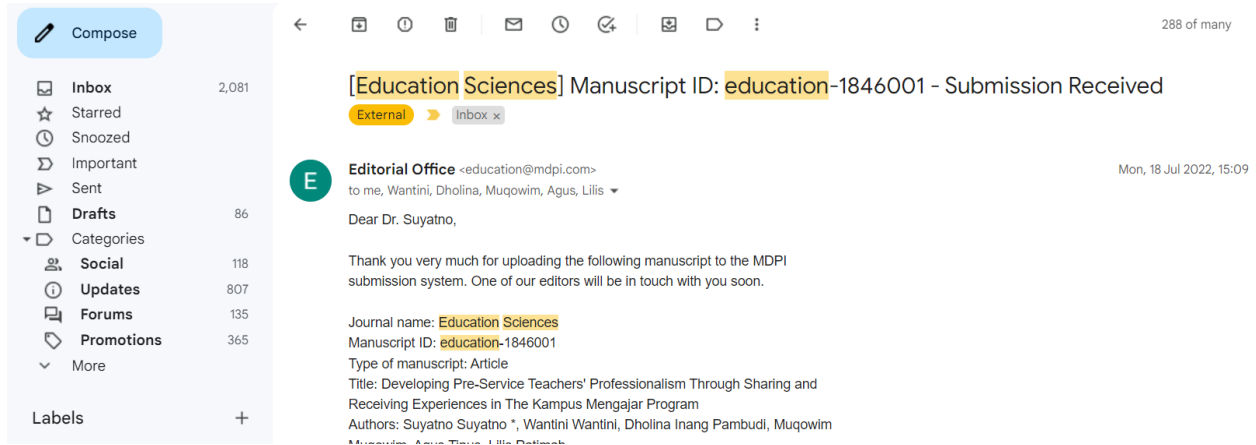# BUKTI KORESPONDENSI

Developing Pre-Service Teachers' Professionalism by Sharing and Receiving Experiences in the Kampus Mengajar Program

Tahapan editorial processnya yaitu:

1. Submission date: 18 Juli 2022

2. Assistant editor Assigned: 19 Juli 2022

3. First decision, mayor revisions: 13 September 2022

Catatan reviewers sebagai berikut:

Reviewer 1:

Thank you for the opportunity to review the manuscript "Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The Kampus Mengajar Program". The goal to improve teaching quality in Indonesia by developing preservice teachers' field experience is very important and these efforts deserve to be investigated. I am suggesting a major revision, however, before the manuscript can be accepted for publication.

Theoretical background

The theoretical part describes the concept of teacher professionalism (i.e., three essences, independent/managerial), but never define explicitly how it is understood in this study. I suggest further elaborating the concept of teacher professionalism, the main concept of the study. Investigating the utility of the Kampus Mengajar Program in developing preservice teachers' professionalism appears to be the main goal of the study. The specific research questions are lacking, however, and I am asking the authors to provide them at the end of the theoretical part. Given this goal, it was surprising that a strong summary of the specific activities, guidelines, or contents of this program was lacking from the introduction. The authors do describe the goals of the program (e.g., to improve the graduates soft and hard skills competences) but do not provide details about this specific programme. How structured was it for the preservice teachers? Was the method of implementation freely up to students and schools/supervisors/principals to decide? What concrete actions it required from the students and what from the supervisors or the school? How were they monitored? What specific modules or activities support the links between theory and practice? Was the improvement in preservice teachers' literacy and numeracy skills a concrete goal of the program, what activities helped to achieve this goal, and how it was evaluated?

Method

The authors claim to use phenomenological approach, which I find problematic, however. I am wondering is this phenomenological analysis or basic thematic analysis?
First, it is somewhat unclear what is the phenomenon of interest. Is it preservice teacher's field experience and what it means to him or her? Yet, the data also includes data collected from

supervisors and principals. How would this data help us understand the very personal lived experience of a preservice teacher?

Second, an important part of data appears to be written replies to a list of questions sent via email to the participants. This information was obtained from all 15 participants, whereas only 7 participants participated in interview via virtual meeting. It is unclear who were the participants in the interviews, presumably a combination of preservice teachers, supervisors and principals? Please provide this information.

It seems unlikely to me that written replies to an email would produce data revealing the in-depth knowledge of the phenomenon (presumably the lived experience as a preservice teacher in a school) and what it means to a person. In my experience, written questions often are relatively short and superficial reports. At the very least, researchers should provide information on what the participants were asked and how long the answers were in written form.

In sum, I am asking the authors to describe in more detail why they think this is a phenomenological study, what is the phenomenon they aim to study, and how different parts of the data contribute to the analysis and findings. Alternatively the authors could consider using, for instance, a traditional thematic analysis to identify the essential topics or themes forming the data. It seems to me that the findings have been reported following the style that is typical to thematic analyses rather than to a phenomenologial study.

Results

I fear that giving the names of the schools where preservice teachers taught risks the anonymity of the study participants. Protecting the identity of the participant is an important data protection principle, and therefore I would definitely leave out the names of the schools, as they do not affect the interpretation of the results in any way.

I am also wondering, do the authors also teach the participants, as this might influence how the participating preservice teachers evaluate the program. Please specify your relationship with the preservice teachers.

One subtheme "successfully guiding students" could perhaps be "building motivating and varied learning opportunities", because it was mostly about planning teaching that was fun and motivating, and included new teaching methods.

One subtheme "best practices" raises the question of whether the quality of practices in the school were evaluated before allowing the students enter the field experience. How sure can one be that the school was using the best practices in the field?

One subtheme "soft skills develop" describes that the program has enabled the research participants to acquire many favourable attributes. I would recommend that the expression be softened, because it was the participants' own assessments of the development of their skills, not objectively verified increase in skills.

Overall, I feel that the Results section does not meet the requirements of a phenomenological analysis as it fails to provide a in-depth knowledge of particicants' experiences in the field and what is actually means for them.

Discussion

The discussion focuses on considering the program's contribution to the connections between theory and practice. The authors argue that "this research explicitly reduces the gap between professional development's theoretical and practical aspects" and "professional experience provides opportunities for preservice teachers to harmonize ideas and theories that were learned at the university". I fear that these are overstatements of the findings. None of the themes in Results section described how the educational concepts learned at the campuses turned into

concrete actions or teaching in the field experiment or how the preservice teachers were reflecting the links between theory and practice. Instead of assuming, a stronger empirical evidence is needed to show that the gap between theory and practice was reduced.

Instead, in my view, the findings are in line with the statements that "program offered real and authentic experiences in guiding students, performing administrative tasks, helping their colleagues adapt to technology, and developing various academic tasks" and included "learning at the workplace, where they understand the daily realities of school life."

Judging on the basis of the findings, it seems that the program gave participants much needed experience of school life and promoted self-assessed soft skills but did not succeed well in fostering the "hard core of teaching quality", that is, the quality of classroom interaction. Alternatively, it is possible that the interview questions and resulting data did not require the participants to reflect these latter skills that are crucial for effective learning. I would like to see discussion about how the authors would improve and develop the program further.

Minor:
- Please specify what PLPG, PPG, and SMT (line 125) mean.
- The manuscript states that all names were written using the codes R1-R15. Codes included P rather than R?
- It would be helpful to be able to identify whether the participant providing a citation is a preservice teacher, supervisor or principal.
- Language check is needed.

Reviewer 2:
The article deals with a very important topic of teacher education. It aims to reduce the gap between theory and practice in the professional training of primary teachers. The topis is quite original, being linked to the pedagogical research and methodology in a field that uses qualitative techniques such as semi structured interviews addressed to a small number of participants.

The text is clear and easy to read, but it requires a more detailed specification of the teachers' opinions about their training and the representations of their profession. The conclusions are quite consistent with the arguments presented, because they underline the need to link theory and practice through the shared experience.

I think that a deep comparison between this program and others initiatives may be more explanatory of the key challenges of teacher education.

The data results can be shown better, differenciating the answers under every theme.

Reviewer 3:
I found some major methodological issues in this work.

There is a fundamental methodological issue about the type of research authors claim to be applying. The authors claim that their research is qualitative "because it aims to provide a description and interpretation of social phenomena" (lines 292-293). Social phenomena may be approached with a qualitative or a quantitative research. The type of research is not based on the nature of the data, but on the approximation and the data researchers decide to collect as well as the consequent analyses they choose to apply.

Please explain why you consider your data collection method to be a semi-structured interview and not an open-ended questionnaire. When the "second interview" as stated by the authors was missing, it seems to be a qualitative questionnaire.

Authors also need to explain further their data analyses procedure: did you use any qualitative research software or similar method?

Selection of participants is also not clear. Why and how did you select the stated sample?

Furthermore, if the aim of the paper is to show the *kampus mengajar* program to be valuable as opposed to other instruction other pre-service teachers receive, the need for a control-group is clear. If this is not the aim of the paper it should be stated more clearly.

In this sense authors mention in the discussion that "This research specifically highlighted the lack of relationship between the programs organized by the campus and the teacher's field experience." (lines 609-610). But the article shows only the *kampus mengajar* program, so that this kind of affirmations are difficult to maintain.

Other observations about you article are stated below.

Throughout the article authors state that teachers' performance in Indonesia is very poor. However, they do not explain in what sense or how their lack of professionalism is shown.

Please review your keywords and include more relevant ones for online search (e.g. Kampus mengajar program is too specific).

Review language in:

-Page 2 lines 59-60: unfinished sentence.

-Page 4 line 162

-Page 5 line 245: repeated word "first

-Page 5 line 250: verb tenses

-Review the use of italics for "kampus mengajar program" as it is not consistent throughout your work.

-Try to avoid subjective an dcoloquial expressions such as "This is, therefore, a blessing for pre-service teachers" (line 405).

"real experienceincluding learning" (line 710)

Explain what your credit system implies (1 credit is how many hours of students' work?).

Explain sentence in page 2 line 70 "future leaders of the nation who are superior, moral, and ethical [19]." --> How are they superior?

Be sure to provide DOI or other link to cited articles, as some are very difficult to find (e.g. [36]).

Please specify all acronyms, as there are some that may not be known by all.

Explain "complicated bureaucracy" as used in Page 4 line 175.

Explain the term "partner schools" (page 4 line 190)

The "*Author's Role*" paragraph does not belong in the corpus of the paper.

A table in the results section which summarizes the most relevant findings would help to gain an overview.

Explain how the mentors are selected as you state that "Therefore, those selected were based on expertise and not just a matter of seniority [11]" (line 650).

Revised version receive: 8 November 2022

External ▶ Inbox ×

Education Sciences Editorial Office <education@mdpi.com>
to me, Wantini, Dholina, Muqowim, Agus, Lilis, Education ▼

Tue, 8 Nov 2022, 09:28

Dear Dr. Suyatno,

Thank you very much for providing the revised version of your paper:

Manuscript ID: education-1846001
Type of manuscript: Article
Title: Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The Kampus Mengajar Program
Authors: Suyatno Suyatno *, Wantini Wantini, Dholina Inang Pambudi, Muqowim Muqowim, Agus Tinus, Lilis Patimah
Received: 18 July 2022
E-mails: suyatno@pgsd.uad.ac.id, wantini@mpai.uad.ac.id, dholina.pambudi@pgsd.uad.ac.id, muqowim@uin-suka.ac.id, agt_tns@umm.ac.id, lilispatimah74@gmail.com

https://susy.mdpi.com/user/manuscripts/review_info/e8d2e040f71260ae11695a1fe799327e

4. Revised version received: 12 Januari 2023

External ▶ Inbox ×

Education Sciences Editorial Office <education@mdpi.com>
to me, Wantini, Dholina, Muqowim, Agus, Lilis, Education ▼

Thu, 12 Jan, 08:34

Dear Dr. Suyatno,

Thank you very much for providing the revised version of your paper:

Manuscript ID: education-1846001
Type of manuscript: Article
Title: Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The Kampus Mengajar Program
Authors: Suyatno Suyatno *, Wantini Wantini, Dholina Inang Pambudi, Muqowim Muqowim, Agus Tinus, Lilis Patimah
Received: 18 July 2022

5. Second decision, minor revisions: 13 januari 2023

[Education Sciences] Manuscript ID: education-1846001 - Minor Revisions   External ▶ Inbox

Education Sciences Editorial Office <education@mdpi.com>
to me, Wantini, Dholina, Muqowim, Agus, Lilis, Education ▼

Fri, 13 Jan, 15:53

Dear Dr. Suyatno,

Thank you again for your manuscript submission:

Manuscript ID: education-1846001
Type of manuscript: Article
Title: Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The Kampus Mengajar Program
Authors: Suyatno Suyatno *, Wantini Wantini, Dholina Inang Pambudi, Muqowim Muqowim, Agus Tinus, Lilis Patimah
Received: 18 July 2022
E-mails: suyatno@pgsd.uad.ac.id, wantini@mpai.uad.ac.id, dholina.pambudi@pgsd.uad.ac.id, muqowim@uin-suka.ac.id, agt_tns@umm.ac.id,

Catatan Reviewer 3:

It would have been helpful to receive a document that addresses the suggested changes and explains how they have been included in the new version of the manuscript. Please take this into account for further review processes.

Various improvements, especially concerning the research background, are observed.

Nevertheless, I still see an important issue concerning the research type. The type of research is not based on the nature of the data, but on the approximation and the data researchers decide to collect as well as the consequent analyses they choose to apply. To claim the use of a qualitative research because it helps to better understand human behavior is OK but not enough. That the research is qualitative or quantitative should be explained based on the kind of data collected and the analyses applied.

Furthermore, the first so called interview is an open-ended questionnaire as there is no contact between interviewer and interviewed. Only in the second round of data collection it may be called interview.

In your data analyses, explain how you addressed feasibility of your data.

Please review language throughout the paper, as there are still errors to be found.

I still do not understand the inclusion of the 2.5. paragraph about the authors' role.

Revised version received: 23 Januari 2023

6. Third decision, accepted for publication: 24 januari 2023

[Education Sciences] Manuscript ID: education-1846001 - Accepted for Publication

External ➤ Inbox ×

Education Sciences Editorial Office
Tue, 24 Jan, 12:15

to me, Wantini, Dholina, Muqowim, Agus, Lilis, Education, Kallie ▼

Dear Dr. Suyatno,

Congratulations on the acceptance of your manuscript, and thank you for submitting your work to Education Sciences:

Manuscript ID: education-1846001
Type of manuscript: Article
Title: Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The Kampus Mengajar Program
Authors: Suyatno Suyatno *, Wantini Wantini, Dholina Inang Pambudi, Muqowim Muqowim, Agus Tinus, Lilis Patimah
Received: 18 July 2022
E-mails: suyatno@pgsd.uad.ac.id, wantini@mpai.uad.ac.id, dholina.pambudi@pgsd.uad.ac.id, muqowim@uin-suka.ac.id, agt_tns@umm.ac.id,

7. Publish online: 30 Januari 2023

[Education Sciences] Manuscript ID: education-1846001; doi: 10.3390/educsci13020143. Paper has been published. External ➤ Inbox ×

education@mdpi.com
Mon, 30 Jan, 17:24

to me, wantini, dholina.pambudi, muqowim, agt_tns, lilispatimah74, billing, website, education, yang.cao, kallie.chen ▼

Dear Authors,

We are pleased to inform you that your article "Developing Pre-Service Teachers' Professionalism by Sharing and Receiving Experiences in the Kampus Mengajar Program" has been published in Education Sciences and is available online:

Website: https://www.mdpi.com/2227-7102/13/2/143
PDF Version: https://www.mdpi.com/2227-7102/13/2/143/pdf
The meta data of your article, the manuscript files and a publication certificate are available here (only available to corresponding authors after login):
https://susy.mdpi.com/user/manuscripts/review_info/e8d2e040f71260ae11695a1fe799327e

Lampiran 1: Draft awal artikel

Lampiran 2: Artikel hasil perbaikan 1

Lampiran 3: Artikel hasil perbaikan 2

Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The *Kampus Mengajar* Program

[1]Suyatno Suyatno, [2]Wantini Wantini, [3]Dholina Inang Pambudi, [4]Agus Tinus, [5]Muqowim Muqowim, [6]Lilis Patimah

[1,2,3]Universitas Ahmad Dahlan, Indonesia
[4]Universitas Muhammadiyah Malang, Indonesia
[5]UIN Sunan Kalijaga Yogyakarta, Indonesia
[6]Universitas Nahdlatul Ulama Surakarta, Indonesia

Abstract: The low quality of teachers in Indonesia indicates that its current professional development programs are yet to obtain the ideal form. Therefore, this research aims to determine how the kampus mengajar (teaching campus) program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. Semi-structured interviews were used to collect data from 11 pre-service teachers, 2 supervisors, and 2 principals involved in the kampus mengajar program with 3 months of professional experience placements in elementary schools spread across various parts of Indonesia. The collected data were analyzed using interpretative phenomenological analysis. The results showed that although the kampus mengajar program experiences various challenges, it can be used by pre-service teachers to enhance their professionalism through sharing and receiving experiences. Furthermore, this program can be an alternative model in improving the professionalism of pre-service teachers to bridge the gap between theory and practice.

Keywords: *Kampus mengajar*, professional experience, pre-service teachers, sharing and receiving experience

Introduction

The low quality of in-service and pre-service teachers in Indonesia shows that its various professional development programs are yet to obtain an ideal form. The World Bank reports that this profession was awarded low test scores on aspects of subject matter, including knowledge, pedagogic skills, and general intelligence

(Chang et al., 2013). They are also unable to effectively control the students who have low motivation, dedication, and thinking independence, including immature emotions (Tanang & Abu, 2014). In Indonesia, various professional development programs and other forms of training have been carried out, although these have been considered ineffective in improving teacher professionalism (Jalal, 2009).

One of the main problems related to teacher professionalism is the gap between instilling theoretical and practical knowledge in the classroom (Cheng et al., 2010; Kwenda et al., 2017; Hudson et al., 2008). There is a disassociation between program components organized by universities and the actual needs of elementary schools (Zeichner, 2010, 2009). The gap between theoretical and practical knowledge also occurs because pre-service teachers are shaped by their personal experiences and opinions about this profession. According to Kertesz and Downing (2016), this tends to cause dissonance between universities and elementary schools. The lack of reciprocity results in discord between pre-service teachers' preparation with school expectations and requirements (Darling-Hammond, 2006). Meanwhile, Darling-Hammond (2009) highlights the disparity between the programs organized by campuses regarding field experiences. Although these are incorporated into the curriculum, the time spent by both pre-service teachers and their supervisors is often not properly planned. Besides, they are often left to work independently without guidance or supervision from the university (Darling-Hammond, 2009; Valencia et al., 2010).

Empirical evidence shows that field experience is an alternative in producing professionals (Loo et al., 2019; Sulistiyo et al., 2021; Le Cornu, 2016). It is an important opportunity for pre-service teachers to improve their skills (Adnyani, 2015; Ingvarson et al., 2014). This provides the best opportunity to learn and gain personal teaching efficacy after graduation (Gray et al., 2017). For pre-service teachers, centers were provided for professional learning in the workplace to understand the daily realities of school life. Professional experience creates opportunities to harmonize ideas and theories learned at the university. Field experience is a meaningful and practical teaching skill that is considered a basic need for pre-service teachers (Kennedy-clark et al., 2018). Deed et al. (2011) stated that professionalism requires balancing the time devoted to theoretical learning at the university and the workplace. It was further clarified that there needs to be a meaningful integration of the 2 experiences to enhance professional outcomes. Pre-service teachers are expected to develop a teaching philosophy involving the transfer of theoretical knowledge acquired at the university into an authentic learning context under real conditions. Teachers gain comprehensive and insightful constructive feedback from more experienced tutors who act as mentors (Genç, 2016; Zeichner, 2010). Therefore, pre-service teachers need more practical opportunities on their way to becoming professionals (Genç, 2016).

The *Merdeka Belajar-Kampus Merdeka* (MBKM) or Freedom to Learn-Independent Campus policy is one of the breakthroughs initiated by the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in providing

field experience for pre-service teachers. This policy offers some form of autonomy to these institutions and freedom for students to select the desired program. It provides them with a broader learning experience and space to deepen their knowledge for 3 semesters, namely 2 (equivalent to 40 credits) off campus and 1 (equivalent to 20 credits) in other study programs. This includes internships, practical work, teaching assistantships, entrepreneurship, student exchanges, and research (Qorib & Harfiani, 2021). Moreover, this program is expected to improve the graduates soft and hard skills competence to ensure that they are prepared for the dynamic needs and as future leaders of the nation who are superior, moral, and ethical (Suhartoyo et al., 2020). This policy grants students the freedom to think either individually or in groups, thereby producing superior, critical, creative, collaborative, and innovative graduates in the future. *The Merdeka belajar* program is expected to trigger their involvement to learn (Siregar et al., 2020). Besides, it aids college students in exploring their greatest potentials, including teachers, to independently improve the quality of learning (Dewobroto, 2020; Prayogo, 2020; Sherly et al., 2021). For pre-service teachers, this program is expected to reduce the gap between the theoretical aspect learned on campus and the real needs of the school. It is assumed that there is a missing link between the courses offered by these universities and the actual needs of these users, therefore, graduates of the Teacher Training and Education Faculty are considered to be incompetent. Based on the research background, the problem is how the *kampus mengajar* program aids pre-service teachers to develop their professionalism, and its potential to bridge the gap between theory and practice are interesting aspects to be studied.

Research questions

How can pre-service teachers utilize the *kampus mengajar* program to enhance their professional experience?

Research purposes

This research explores pre-service teachers' experiences in using the *kampus mengajar* program to enhance their professional experiences.

Literature review

The meaning of professionalism and teacher professional development policies in Indonesia

The concept of "professionalism" is used to represent individual competencies and expertise as well as the quality of the work discharged (Eggleston, 2018). It is based on 3 essences: using a specific scientific building, rendering services to others in the community, and possessing a self-regulated code of ethics to maintain high morale, quality, and ethical standards (Bair, 2016; Creasy, 2015; Heck & Ambrosetti, 2018). Professionalism has been defined in different ways, from training to personnel development to more efficient and effective professional courses (Eickelmann & Drossel, 2020; Mukuna, 2013; Roberts, 2016).

Leung (2012) categorized it into 2, independent and managerial. The first level or definition of this term, which is also called transformative professionalism (Evans & Homer, 2014), refers to how teachers view their practices, knowledge, beliefs, and skills as well as critical reflection on past teaching experiences as learners, their abilities, and future directives. The second definition is managerial professionalism which refers to what teachers expect as determined by official authorities such as the ministry of education. In other words, the first level of professional development is a bottom-up, personal, and self-initiative process, while the latter is top-down, institutional, and other people-oriented (Dehghan, 2020).

Several preliminary studies have identified the teacher professional development principles as being effective and successful. According to Lessing & De Witt (2007), the 3 aspects include workshops, personal values and programs, and teaching approaches. Teacher professional development programs also need to enable them work with other colleagues to create organizations that support learning. They need to be given the opportunity to become practitioners, share knowledge and commitment, work with community members to implement coherent curricula and supportive systems for the students, as well as collaborate with them in ways that advance their understanding and skills. Teachers' professional development aims to improve their knowledge and skills through orientation, training, and support that enhance the quality of the teaching and learning process. It also focuses on core competencies such as improving their abilities, understanding the students, managing teaching skills and practice, knowledge of other disciplines, and appreciating this profession (Lessing & De Witt, 2007; Tanang & Abu, 2014). Preliminary research stated that professional development activities positively impact the teachers' beliefs and practices as well as students' performances in learning and educational reform in general (Tanang & Abu, 2014). These programs include relevant activities such as improved qualifications, updating tutors' knowledge and understanding of the subjects taught, practicing teaching students from different backgrounds, developing practical competencies and skills, learning new teaching methodologies, adopting learning innovations and technologies, improving ethical professionalism, as well as acquiring knowledge and skills to anticipate societal changes.

In Indonesia, professional development programs are carried out for both in-service and pre-service teachers. Several of them have been implemented for in-service teachers, such as PLPG, PPG, and SMT in remote areas. Furthermore, they need to participate in various independent programs to develop their professionalism,

such as MGMP. The Education Personnel Education Institution (LPTK) is the main initiative for pre-service English teachers in Indonesia, including those employed in state and private universities whose main role is to provide education and pedagogical training for those interested in teaching at both junior and senior high schools (Zein, 2016). However, through professional teacher education, the government is trying to improve the academic system by increasing their qualifications and skills.

Some research stated that the impact of teacher certification only improves their standard of living. Fahmi et al. (2011) concluded that it does not affect the students' achievement. Furthermore, Abbas (2013) stated that the teacher certification program slightly contributed to improving the quality of national education. Teachers in Indonesia did not significantly improve their quality and performed poorly even after completing the certification program and receiving a salary increase. Helping them update their knowledge and skills in dealing with certain changes and managing human resources is needed. Additionally, professional development aids in achieving better performance in the aforementioned matter (Tanang & Abu, 2014). The essence of professional development is centered on teacher learning and transforming their knowledge into practice for the benefit of the students (Avalos, 2011). Walter and Briggs (2012) reported that it is effective due to (a) the inclusion of concrete and classroom-based skills from outside the school, (b) teacher involvement in the selected fields to develop and carry out certain activities, (c) collaboration programs with peers, (d) providing opportunities for mentoring and coaching, (e) continuous efforts regularly, and (f) support for effective school leadership.

Professional Development for Pre-service Teachers

One of the effective programs provides field experience for pre-service teachers. This helps individuals become tutors by learning the needful about teaching with the support of a good mentor (Grossman & McDonald, 2008). University-based pre-service teacher education is in a state of transition from a training model that emphasizes skill acquisition and competency mastery to a practice-based type centered on participation, involvement, and reflection (Grossman & McDonald, 2008). This practice-based shift brings to the fore the important role of cooperation in teacher preparation as primary mediators of field experience in pre-service teacher education (Hoffman et al., 2015).

Professional experience is relevant, and pre-service teachers typically describe it as the most important aspect of their program (Standal et al., 2014), partly because they value the opportunity to be mentored by experienced tutors during their teaching practice (Crasborn & Hennissen, 2010). There is little doubt that effective mentoring is essential for the practical development of PST in the workplace (Loughran, 2013).

Kampus Mengajar Program in Developing Pre-Service Teacher Professionalism

The *kampus mengajar* program as a subsidiary of the *Merdeka Belajar-Kampus Merdeka* (MBKM) or Freedom to Learn-Independent Campus policy is one of the breakthroughs of the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in terms of providing field experience for pre-service teachers. This autonomous academic institution and complicated bureaucracy allow students to freely select the desired program (Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology, 2020). It is expected to improve the graduates' competence, both soft and hard skills, to be relevant to the changing needs and produce future superior and morally ethical leaders (Suhartoyo et al., 2020). This policy aids students to freely engage in critical thinking, thereby becoming creative, collaborative, and innovative. The *kampus Merdeka* program is expected to increase students' involvement in learning (Siregar et al., 2020; Widiyono et al., 2021). In accordance with this program, college students explore their greatest potentials, including teachers, to innovatively and independently improve the learning quality (Sherly et al., 2021). For pre-service teachers, it is expected to reduce the gap between the theories learnt on campus and the real needs of the field. Moreover, it is assumed that there is a missing link between the courses taught at these universities and the users' needs, thereby producing incompetent graduates of the Teacher Training and Education Faculty.

Weaknesses in the literature and the novelty of this research

Some research has been carried out on the *kampus mengajar* program. Based on the acquired results, there are at least 3 trends related to this matter, such as response to policies, the organizers' readiness, as well as its impact on students' skills. The research on the first trend was carried out by Wahyuni & Anshori (2021), who examined the implementation of the *Merdeka belajar* policy at Medan State University. It was reported that the students are aware of the importance of learning discourse on independent campuses, although some do not agree with the program. This research stated that low student literacy and lack of stakeholders' involvement were due to low student literacy. Students also believed that this program made it more challenging to graduate as planned. Other studies stated that most universities, especially those in remote areas, have not been in a hurry to adopt the program, and the unique situation of each presents certain obstacles during its implementation, such as students who lack understanding of the policy (Budiharso & Tarman, 2020).

The second trend was carried out by Yusuf (2021), who analyzed the relationship between *the kampus mengajar* program and university stakeholders' readiness. By adopting quantitative methods, the readiness of lecturers, students, and government support turned out to have a positive impact on the enacted policy. Anwar (2021), described the implementation of *kampus mengajar* program at

Muhammadiyah Elementary School 1 Padas. It was reported that in 2021 first, teaching activities first consist of face-to-face and online learning, including home visits. Second, technological adaptation assists teachers in adopting teaching media and materials in accordance with the curriculum. Third, the administration carried out by the students was to aid in the preparation of learning tools as administrative completeness. The implementation of the *kampus mengajar* program offers the necessary experience and empowerment as well as had a positive impact during the COVID-19 pandemic. Preliminary research stated that the *kampus mengajar* program triggers the students' readiness because it focuses on active learning, concept mapping, and value clarification based on information and communication technology (Ige, 2019). This educational policy transformation is also in line with the academic theory and practice during the transition, stabilization, and growth potential periods (Strunc, 2020; Tarman & Chigisheva, 2017). Meanwhile, research on the third trend was carried out by Widiyono et al. (2021), and it was reported that the implementation of the *Kampus Mengajar* program has a positive impact on students, such as triggering their interest in learning, as well as integrated literacy and numeracy skills. They also enjoy certain benefits, including being able to provide direct teaching experience in order to develop interpersonal and leadership skills. Yohana et al. (2021) examined the factors that influence the entrepreneurship program in the *Kampus Merdeka* policy by using 5 universities as the research objects. It was reported that the campus policy factors, apprenticeship programs, and exploration of local potentials positively affect competency development, implementation, and entrepreneurial learning.

A review of the previous studies shows that there is little or no interest in analyzing the professional experiences gained through *Kampus mengajar* program. This is because it had only been running for 1 year. Therefore, this research has the potential to develop an alternative model to develop the professionalism of pre-service teachers.

Methods

Research Type

A phenomenological approach was adopted to complete this research because it allows directly exploring the participants' experiences and perceptions of the phenomenon being studied. It also focuses on the embodiment of connections and the context in which people experience certain phenomena (Sohn et al., 2017). This approach also focuses on occurrences in natural settings (Creswell & Poth, 2016; Rudolph, 2018). The experiences of pre-service teachers in terms of engaging in *kampus mengajar* program to develop their professionalism was analyzed in this

research. Informed consent was given by the participants who were reminded that (1) their involvement was voluntary, (2) all data collected are de-identified when used to draft publications, and (3) they are not required to answer unwanted questions. Moreover, all their names were written using the code R1-R15 to ensure the confidentiality of their identities.

Participants

The participants consisted of 11 pre-service teachers, 2 principals, and 2 supervisors, who were involved in *kampus mengajar* program for 3 months. They were determined by the purposive sampling techniques and fulfilled the following criteria 1) involved in the *kampus mengajar* program, 2) were science students (pre-service teachers), 3) placement in elementary schools, 4) volunteered to participate in the research until it was completed. Meanwhile, 2 lecturers were assigned by the universities to supervise the pre-service teachers, and the principal heads the school where the students teach. Overall, the participants consisted of 13 women and 2 men.

Research Procedure

Before data collection, a letter of permission was requested from the university's vice-chancellor, where the students participated in the kampus mengajar program. Information was acquired through semi-structured interviews. A semi-structured interview was held with the participants as recommended by Creswell & Poth (2016) in accordance with a phenomenological study. This did not only provide an opportunity for participants to share their experiences rather to gain more insight (Schwartz et al., 2021).

Interviews were carried out based on certain guidelines, and it was performed once or twice with different participants. The first one was held by sending a list of questions through email to the participants, and they were given a maximum of 2 weeks to complete the forms. Based on the allocated time, 13 of them responded on time, while the remaining 2 responded in the next 2 days after receiving confirmation. The answers obtained through email were re-transcribed, and the participants' answers were read in their entirety to get an overall idea. From this stage, answers which needed deepening were identified through virtual or zoom meetings. A total of 7 identified participants stated their ability to hold a second interview. Each selected the time according to their desires, with the duration lasting for a minimum and maximum of 22 minutes and 56 minutes, respectively. Interestingly, each was recorded and transcribed verbatim afterward, besides member checking of transcripts was used to increase data reliability.

Data analysis technique

An Interpretative Phenomenological Analysis (IPA) method was adopted to analyze and interpret the participants' experiences in utilizing the *kampus mengajar* program to develop professional skills (Pietkiewicz & Smith, 2014). The stages of data review adapted from the analysis model (Smith & Shinebourne, 2012) is based on 4 steps. Each transcript was carefully read in the first phase, relevant quotes were selected and further extracted into a word document. The extracted quotes were grouped into micro themes and coded with certain colors in the second step. Certain themes were produced at this stage, and each was considered a "description of life experiences" (Creswell & Poth, 2016). Furthermore, in the third step, the micro themes were re-examined to produce new, larger one when both similar and different quotes for each emerging theme were connected. In most cases, these micro themes were converted to sub-themes. In the fourth step, the critical discussion took place among team members to confirm interpretations, identified, and sub-themes.

Findings

This research aims to explore the pre-service teachers' experiences gained from the *kampus mengajar* program to enhance their professionalism. Data analysis produces 4 themes, such as sharing and receiving experiences, professional development ability, and program challenges. The data analysis results are shown in Table 1.

Table 1. Data analysis results

Theme	Sub-theme	Number of Participants
Sharing experience	Successfully guiding students	15
	Helping school administration	10
	Helping teachers adapt to technology	12
	Developing school programs	10
Receiving experience	Being trusted	12
	Getting the opportunity	11
	Best practices	7
Professional skills develop	Soft skills develop	12
	Trained skills	10
	Formation of attitude	10
Program challenges	Time management	12
	Program socialization	12
	Coordination	15

Sharing experience

This theme implies that while participating in the *kampus mengajar* program, pre-service teachers had the opportunity to share their experiences, skills, and knowledge with the schools where they taught. It was supported by 100% of participants, and it is divided into several sub-themes, including successfully guiding the students, helping the school administration and teachers adapt to technology, and developing school programs.

Successfully guiding students

Pre-service teachers' experience in successfully guiding students is an interesting one, particularly during the *kampus mengajar* program. This is manifested in the form of fun learning in class, to motivate the students and ensure they do not get bored easily, as well as accompanied by home visits. All participants (n=15) reported this event during the data collection process, as shown in the following comments.

> I taught citizenship education, namely how to practice Pancasila daily. They happily participated in learning (p2, 10 to 13).

Similar comments were also conveyed by many other participants "I have succeeded in assisting students through the home visit program" (P4, 3 to 5). "I developed the subject matter from thematic books to be more creative and ensure the students are not easily bored and absorb the lessons more quickly" (p2, 88 to90). The pre-service teachers' abilities to accompany these learners are evidence of their successful experiences enhancing their professionalism.

> The valuable experience I gained during the *kampus mengajar* program was being able to provide varied learning where previously students studied with the teacher only with the lecture method, but now I use the learning method by inviting students to play roles directly (P2, 3-8).

For P2, who was assigned to an elementary school in East Oku Regency, South Sumatra, adopted role-play learning, and it made the students happy because teachers at school rarely applied this method.

Helping school administration

The experience gained from helping school administration included setting exam questions, report cards, and supervising these activities. P5, a 7th-semester student, assigned to the State Elementary School 02 Sriwangi, stated that during the *kampus mengajar* program, they often engaged in helping school administration. "P5 personally executed this activity because the existing teachers were not used to the use of technology, such as laptops". Based on the fact that none of them were

capable, P5 was forced to share the experiences gained and this made P5 to completely understand the duties. "P5 realized that the teacher's job was not only teaching" (P5).

Similarly, P1 reported, as follows:

> My most valuable experience was when my colleagues and I helped the teacher council prepare for school exams, starting with typing the questions, making report cards, and participating in the supervisory activities (P1, 3 to 6).

> Other participants also shared their experiences.
> Some also helped the administration by stamping books stored in the warehouse because the school does not yet have a library and assisting the teachers' needs (p1, 17 to 20).

Helping teachers adapt to school technology

During online learning implemented due to the COVID-19 pandemic, technological adaptation was a major problem faced by virtually all teachers. The sudden demand caused the majority not to have enough time to upgrade their ability to use technological devices in learning, as stated by one of the participants below:

> My friends and I held a workshop to introduce a "Canva" design application to facilitate teachers to create learning media, certificates, banners for school activities, or concept maps. Besides that, my friends and I also held a workshop on Google Workspace consisting of Google Classroom, Google Meetings, Google Forms, and Google Drive. This was based on the fact that initially, only a few of them were able to use Google Workspace to support distance learning (P4, 16 to 24).

The story of P4 shows that majority of the teachers are not yet proficient in using technology to assist online learning. This is, therefore, a blessing for pre-service teachers because they have the opportunity to share their experiences about the use of various platforms in online learning. "The program organized by P4 starts with adapting to zoom meetings, google meet, Microsoft Excel, and how to scan using a cellphone" (p1, 15 to 17). A similar story was also reported by P3, as follows:

> I discovered that the teachers used manual (handwritten) report cards, which was quite different from the surrounding schools that had switched to the automatic type with the help of Microsoft Excel and similar applications or programs. This prompted me to design automatic report cards using Microsoft Excel to help the school adapt to technology. They received positive responses from the teachers, students, and parents (P3, 7 to 12).

Developing school programs

Pre-service teachers also shared certain experiences in developing school programs, such as making webinars, holding national day commemoration competitions, engaging in-home visits, and forming study groups. One of the participants stated that they engaged in-home visit programs because it was discovered that some students did not have the motivation to learn while studying from home.

> Home visit programs are for students who have no motivation to learn. They are guided and assisted until they become active in learning (P4, 9 to 12).

Additionally, the formation of study groups is also needed during the pandemic because it aids students who have learning difficulties. "I create study groups for lower grade students and guide them in their reading guidance" (P5, 18 to 20). Another participant explained as follows:

> Another valuable experience was when my friends and I made a national webinar with the theme "Improving Teacher Competence through Fun Learning and Dancing in the New Normal Era." My friends and I were very happy because there were many enthusiasts from school teachers who wanted to take participate, and in a short time, it was completed without any obstacles (P1, 7 to 11).

Receiving experience

The theme receiving experience simply means that during the *kampus mengajar* program, the participants acquired knowledge, and skills from the school, especially learning directly from their teachers. Likewise, in sharing experience, 100% of participants also reported receiving experience while attending the *kampus mengajar* program. The sub-themes are being trusted, getting the appropriate opportunity, and best practices.

Being trusted

Most of the participants (n=12) enthusiastically shared how they were trusted by the school to carry out various activities, either in the form of hosting an event, contributing ideas for its development, or the provision of teaching materials. P1, a student assigned at the State Elementary School 1 Cahaya Mulya, was entrusted with hosting the graduation ceremony. "P1 felt more confident because she properly executed the task" (P1, 43 to 45). In line with the P1's story, a student assigned to a private elementary school in Central Bangka Regency, Bangka Belitung Province, stated that

The classroom teacher trusted them to provide teaching materials in ICT learning and help assess the students during practice. This experience gave me a clearer picture of tomorrow when I become a teacher in developing learning materials (P7, 24 to 29).

Getting the opportunity

Getting the opportunity during a kampus mengajar program enhances pre-service teachers' professionalism. The participants shared many stories about accompanying the students during competitions, giving speeches in a series of events, especially in the Ramadhan month, aiding children with special needs, and contributing ideas for school development. P6 reported his experiences when he had the opportunity to assist students in various competitions and succeeded in leading them to win at the regency and provincial levels.

At the end of the *kampus mengajar* program, I was happy because the students I mentored won the competition. Meanwhile, at the sub-district level, those who participated in the dance and weaving competition each won 3rd place. They were also invited at the regency level, and *alhamdulillah* the student who took part in the weaving competition, won 1st position while those that participated in dancing won 2nd place. All thanks to the teachers who cooperated, the students are able to participate in the weaving competition, besides, I am excited, touched, and proud (P6, 7 to 13).

P5 reported that their trust in him when he attended various meetings to convey ideas made him feel valued.
During the meeting, I was also allowed to express my opinion regarding any experience during my time at the school. I feel appreciated by the teachers irrespective of whether I am still a student (P5, 56 to 58).

Similarly, P7 reported that accompanying students with special needs was a valuable opportunity for him to understand their learning characteristics. "The opportunity was given to me by the class teacher to accompany them directly. Therefore, I was privileged to understand how much students learn" (P7, 35 to 37). On another occasion, P6 also reported that "I was allowed to give a speech for 2 days at a short-term Islamic boarding school activity during the *Ramadhan* month. At first, I was embarrassed however, thank God I was able to deliver it properly" (P6, 40 to 43).

Best practices

The *kampus mengajar* program has provided best practices for pre-service teachers, such as carrying out learning, increasing students' motivation, engaging in-home visits, working selflessly, being a parent figure, teaching sincerely, giving rewards, not discriminating against them, and properly managing the school program. Interestingly, more than half of the participants recounted this experience (n=9). P3, a student, assigned to an Islamic private elementary school in West Bangka Regency, Bangka Belitung Province, told how she got best practices in managing character education and strengthening certain programs.

> I discovered an interesting thing about religious character education. The school is good at implementing this subject, and the parents really appreciate this, which also amazes me. This religious character is applied based on *ahlussunah wal jama'ah* (P3, 14 to 18).

In contrast to P3, who gained several experiences in managing a school program, P4 (a student assigned to a state elementary school in Sleman Regency, Yogyakarta) tells how she obtained best practices from this learning activity.

> I gained experience from the teachers in terms of executing the learning process. Besides, I am aware of how the teachers continuously motivate the students by properly delivering the learning materials and communicating with them (P4, 43 to 47).

A similar experience was also shared by P4 and P7. P4 witnessed how the teachers visited the students' respective homes. "I came to understand how they are guided selflessly, regardless of their background." Furthermore, "I also understood how to act as a second parent figure (P4, 78 to 82). P7's story reinforces this subtheme, "I gained certain experiences from the classroom teacher about how to give attractive rewards and teach sincerely without discriminating" (P7 92 to 95).

Professional skills develop

The sharing and receiving experiences gained by pre-service teachers during the *kampus mengajar* program aided them to develop pedagogic, professional, personal, and social competencies needed to boost their professionalism. This theme is formed by 2 sub-themes as follows, soft and honed skills.

Soft skills develop

Soft skills are one of the important abilities that need to be embraced by prospective teachers in terms of carrying out their duties professionally. It aids in establishing communication, maintaining good relations with colleagues, students, and the surrounding community, and being inclusive and developing emotional

maturity, tolerance, and social sensitivity. The *kampus mengajar* program has enabled the research participants to acquire all these attributes. An interesting story was told by P8, a student assigned to one of the state elementary schools in Ogan Komering Ilir Regency, South Sumatra.

> I learned how to communicate with teachers from different religious backgrounds. In this school, the students were of 2 beliefs, Hinduism and Islam. Based on my observations, the majority of Islamic students often discriminated against those with different beliefs. I was forced to teach them how to tolerate one another. Therefore, I developed the habit of reading stories related to tolerance in the mornings (P8, 46 to 55).

P2's participation in *the kampus mengajar* program impacted "My communication, leadership, and self-confidence skills improved" (P2, 69 to 73). Similarly, P10 stated that "My personality was developed, especially in the aspect of discipline, and ensuring there is harmony among my peers, mentors, and students" (P10, 40 to 43). For P1, this program triggered some attributes. "My social sensitivity is getting higher because I often communicate with teachers, parents, and all the students" (P1, 53 to 56, P3, 59 to 60). Meanwhile, P8, a student assigned to the state elementary school in Ogan Komering Ilir Regency, South Sumatra, stated that schools outside Java give her concern about the existence of inequality in this country.

> Interacting with principals, teachers, and students made me realize how visible the gap is between these institutes and the elementary ones during my internship in Yogyakarta (P8, 3 to 6).

Skills are more honed

One advantage of field experience is that pre-service teachers have the opportunity to put their knowledge into practice, although this is not necessarily acquired while studying on campus, therefore, their skills are honed, as stated by P9.

> While following the *kampus mengajar* program, I felt happy to be able to teach in Elementary School. What my friends and I gained from it, was not obtained on campus (P9 4 to 11).

The opportunity to instill knowledge in the real-world context tend to ultimately hone the skills of pre-service teachers, as reported by P2.

> The *kampus mengajar* program serves as a forum to practice my skills, gain experience, and turn it into an extraordinary lesson (P2, 138 to 141).

Program challenges

Although the *kampus mengajar* program offers several benefits for pre-service teachers to enhance their professionalism, it is undeniable that it has numerous challenges that need to be overcome. All participants (n=15) shared this experience, besides, this theme is formed by 3 sub-themes, such as time management, program socialization, and coordination between organizers.

Program socialization

As a new initiative by the Ministry of Education and Culture (launched in early 2020), program socialization is a major problem in implementing *kampus mengajar*. Moreover, all participants complained about this issue (n=15). The lack of socialization caused this program not to run optimally. P11, a student from the Islamic Religious Education study program assigned to State Elementary School 99/I Benteng Bawah, stated that "Hopefully, the *kampus mengajar* needs to be socialized because many students still do not know about this program" (P11, 88 to 90). The other participants had similar experiences, as recounted by P2.

> Many students who participated in the *kampus mengajar* program are still not aware of the materials to be taught in elementary schools. Moreover, they do not know how to maximize their objectives (P2, 160 to 163).

P5 stated a similar experience, as follows:
> The socialization of *Kampus mengajar* needs to be expanded, assuming it's possible because many students are still not aware of this program (P5, 76 to 80).

Coordination between organizers

Lack of socialization has caused most of the parties involved in *kampus mengajar* not to have the same perception about this program. Therefore, there is a need for coordination between organizers. This challenge was also shared by all participants (n=15). P11 recounts her experience, as follows:
> *Kampus mengajar* should be socialized in schools that have been selected as partners to ensure there are no misunderstandings because many equate this program with internships and real work lectures (KKN). Meanwhile, whenever my friends and I, who are participants, do not come to class, as usual, one of the teachers says, "you need to teach?" even though this program focuses more on Literacy and Numeracy (P11, 92 to 98).

Other participants also discussed the lack of coordination between the organizers, which resulted in the selection of schools that did not fulfill the criteria. Based on the interview held with P7, it was reported, as follows:

> The selected schools really need to be observed to ascertain whether it deserves to be improved or assisted through student creativity, aspirations or attention of the organizers in terms of realizing program (P7, 114 to117).

> This is especially for students who initially participated could be converted/recognized but not at all hence many students were very depressed in joining this *kampus mengajar* (P11, 91-92).

P11's experience shows that the idea or initiative made by the Ministry of Education, Culture, Research, and Technology regarding the recognition of *kampus mengajar* program and its division into course credits has not been fully understood by the host universities.

Time management

Time management is also one of the themes that were complained about by many participants, including being out of sync with the learning schedule at school, or the university, which is considered less specific, therefore, its utilization becomes ineffective. P1 reported that "I felt that the allotted time was inappropriate because when the school lesson was over, I had just been sent to the field, and this was regretted by many teachers" (P1, 83 to 85). This issue also occurred because the schedule for the assignment and that of the campus also coincided. This is burdensome for the participants because the majorities are undergraduates. "As a result, I missed a few courses on campus, and for college, I had to work hard because I have a huge responsibility" (P11, 83 to 85). The division of the *kampus mengajar* program schedule was also an obstacle for some participants, as explained by P8.

> There is a need for more detailed scheduling of the objectives to be achieved during the assignment, such as helping out with the teaching process, including administration and technological adaptation. Therefore, the intention of the Ministry of Education and Culture as the goal of *the kampus mengajar* program is carried out properly (P8, 83 to 86).

Discussion

The main findings of this research show that pre-service teachers benefit from the *kampus mengajar* program through sharing and receiving experiences to enhance their professionalism. They share by successfully guiding students helping school administrators and colleagues to adapt to technology and other activities. Meanwhile, receiving experience was obtained because pre-service teachers are trusted by the school and can get the best practices on various educational programs that have been theoretically studied on campus. This research resolves various concerns about the

professional development problem, especially with respect to the gap between theoretical and practical knowledge delivered in the classroom, as stated by Cheng et al. (2010) and Hudson et al. (2008). Meanwhile, Darling-Hammond (2009) specifically highlighted the lack of relationship between the programs organized by the campus and the teacher's field experience. This research explicitly reduces the gap between professional development's theoretical and practical aspects.

The experience gained by pre-service teachers during their 3-month assignment is an important opportunity to improve the needed skills (Adnyani, 2015; Ingvarson et al., 2014). This centers on professional learning at the workplace, where they understand the daily realities of school life. Professional experience provides opportunities for pre-service teachers to harmonize ideas and theories that were learned at the university (Kennedy-clark et al., 2018). They are expected to develop a teaching philosophy by transferring the acquired theoretical knowledge into an authentic learning context under real conditions. This process gained comprehensive and insightful constructive feedback from more experienced teachers perceived as mentors (Genç, 2016; Zeichner, 2010). Therefore, pre-service teachers need more practical opportunities to boost their professionalism (Genç, 2016).

However, becoming a professional teacher requires balancing the time devoted to studying various theories learned at the university and learning in real-world contexts. There is a need for the meaningful integration of these 2 experiences to improve prospective teachers' learning and professional outcomes (Deed et al., 2011). Interestingly, these sharing and receiving of experiences are also described by Brante (2011) regarding the need for a link between scientific theory and professional practice. It was referred to as a "dialectic between know-why and know-how, based on a shared platform of science and profession" (Brante, 2011). According to Brante, the meeting between practitioners and scientists is relevant for both parties because the model quality depends on being "developed, modified, and occasionally rejected by input from both parties, namely from a scientific or theoretical and professional or applied aspects." In this research, practitioners mentor these teachers when they are given assignments. The *kampus mengajar* program offered real and authentic experiences in guiding students, performing administrative tasks, helping their colleagues adapt to technology, and developing various academic tasks. Furthermore, they also gain trust, opportunities, and best practices from their mentors in studying the18rofesssional world of learning. Scientists are played by field supervisors as well as the theories learnt on campus. All these processes are packaged in sharing and receiving experiences. It is assumed that the "picture of the subject matter is perceived as a shared perspective of basic causal mechanisms" (Brante, 2011).

The sharing and receiving of experiences led to the developm"nt of professional competencies. In this research, it was reported that by participating in the *kampus mengajar* program, these teachers developed soft and honed skills components. These results reinforce previous findings (Kenny et al., 2014; Kertesz & Downing, 2016; Sim, 2010) stated that collaboration and partnerships between schools and universities tend to support pre-service teachers in terms of improving

their professionalism. During the placement process, their mentors play a vital role in guiding and boosting their growth (de Dios Martínez Agudo, 2016). In order for this process to be effective, these mentors are expected to possess good communication skills and clearly articulate each party's roles. Therefore, those selected were based on expertise and not just a matter of seniority (Sulistiyo, 2015).

Although the *kampus mengajar* program aids participants in developing their professional experience, it was admitted that it still left some managerial challenges, such as time management, program socialization, and coordination between organizers. Hasty time management causes pre-service teachers to find it difficult to reconcile their various activities at the school and on campus because it coincides. This is exacerbated by the socialization of the program, which is still not optimal. Pre-service teachers, mentors, principals, supervisors, and universities have different perceptions. Therefore, coordination between the ministry of education, culture, research, and technology (*Kemendikbud-ristek*) as the program's host, universities-supervisors, and schools needs to be improved. This condition also aligns with the various challenges encountered in previous field experiences. Valencia et al. (2010), and Hoffman et al. (2015), stated that the lack of coordination between the mentors at schools and supervisors at universities contributed to the substantive support of pre-service teachers.

Generally, these findings indicate the urgency of a stronger theoretical framework on the linkage between the Ministry of Education, universities, and schools as a whole to be more proactive and responsible in producing prospective professional teachers. This is also in line with the post-practical method paradigm where teachers are no longer considered as consumers of theory (Kumaravadivelu, 2012), rather, they are perceived as constructors. The pattern is also relevant to recent studies that propose that professional development is a bottom-up process (Dehghan, 2020). This implies that appropriate professional learning is realized through various "differentiated, and contextualized stages, related to practical, curious, collegial, and collaborative problems." Furthermore, it represents an active process that shapes and promotes the teachers' learning skills (Mockler, 2020). Dewey's experiential theory creates meaningful experiences while engaging in the teaching profession (Schmidt, 2010). This allows pre-service teachers to translate the basics of theoretical courses into practical learning activities in the classroom (Yeigh & Lynch, 2017). Theories learned in universities from reading and analyzing texts, lectures, tutorials, and discussions are also encountered through teaching practice in authentic settings to minimize the gap between this hypothesis and practice (Mudra, 2018). Contextual involvement of pre-service teachers is important. Burns (2009), and Richards & Farrell (2005), stated that "teacher learning is not perceived as translating knowledge and theory into practice rather as an effort to embrace new ones by participating in certain social contexts, activities, and processes. This is sometimes called "practitioner knowledge," the primary source of practice and understanding for teachers.

Conclusion

This research discovered that the *kampus mengajar* program is utilized by pre-service teachers to share and receive experiences. With this reciprocal process, all parties benefit from the process. Mentors and school teachers tend to upgrade their skills relating to managerial practice and classroom learning by sharing insights and theories. Conversely, pre-service teachers improve themselves because they have the opportunity to experience real school life and best practices, including learning from their mentors. In accordance with this kind of cycle, there tends to be a "contextual inter-relationship between theory and practice" in the professionalism program. Based on these findings, this model is expected to produce teachers who do not only master educational theories, rather, those that skillfully apply what they have learned. In fact, it also upgrades the experiences and skills of teachers who have been in school for a long while. For the organizers, both the Ministry of Education, Culture, Research, and Technology as well as universities, sharing and receiving experiences is developed into a curriculum modification model for pre-service teachers.

This research has several limitations, first only pre-service teachers, mentors, principals, and supervisors involved in the *kampus mengajar* program were interviewed. The characteristics of the curriculum implemented in the elementary schools are different from those implemented in the next level, which led to the conclusion that this research tends not to be generalized. Furthermore, due to technical limitations, data collection was realized using a single technique, namely interviews. These created an opportunity for future studies to explore this problem from various perspectives. Subsequently, there is a need to ascertain how this *kampus mengajar* program is utilized by pre-service teachers to develop their professionalism by involving various participants and more diverse data collection techniques. It is also important to determine how *Kampus mengajar* alumni adapt to the demands of the real working-class world, such as the significant differences in the readiness of alumni and non-alumni teachers.

Acknowledgments

References

Abbas, H. (2013). Misteri Pelaksanaan Sertifikasi Guru. *Opini Kompas, Wednesday*, *12*.

Adnyani, D. P. D. P. (2015). *Professional development for pre-service teacher: A case study of professional development program for pre-service teacher in State University in Central Indonesia*.

Anwar, R. N. (2021). Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar. *Jurnal Pendidikan Dan Kewirausahaan*, *9*(1), 210–220.

Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, *27*(1), 10–20.

Bair, M. A. (2016). Professionalism: A comparative case study of teachers, nurses, and social workers. *Educational Studies*, *42*(5), 450–464.

Brante, T. (2011). Professions as science-based occupations. *Professions and Professionalism*, *1*(1), 4–20.

Budiharso, T., & Tarman, B. (2020). Improving quality education through better working conditions of academic institutes. *Journal of Ethnic and Cultural Studies*, *7*(1), 99–115.

Burns, A. (2009). *The Cambridge guide to second language teacher education*. Ernst Klett Sprachen.

Chang, M. C., Al-Samarrai, S., Shaeffer, S., Ragatz, A. B., De Ree, J., & Stevenson, R. (2013). *Teacher reform in Indonesia: The role of politics and evidence in policymaking*. World Bank Publications.

Cheng, M. M. H., Cheng, A. Y. N., & Tang, S. Y. F. (2010). Closing the gap between the theory and practice of teaching: Implications for teacher education programmes in Hong Kong. *Journal of Education for Teaching*, *36*(1), 91–104.

Crasborn, F., & Hennissen, P. (2010). The skilled mentor. Mentor teachers' use and acquisition of supervisory skills. *Eindhoven: Technische Universiteit Eindhoven*.

Creasy, K. L. (2015). Defining Professionalism in Teacher Education Programs. *Online Submission*, *2*(2), 23–25.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*, *57*(2), 120–138. https://doi.org/10.1177/0022487105283796

Darling-Hammond, L. (2009). Teacher education and the American future. Charles W. Hunt lecture. *Annual Meeting of the American Association of Colleges for Teacher Education, Chicago*.

de Dios Martínez Agudo, J. (2016). What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers. *Australian Journal of Teacher Education*, *41*(5), 36–51. https://doi.org/10.14221/ajte.2016v41n5.3

Deed, C., Cox, P., & Prain, V. (2011). Enablers and constraints in achieving integration in a teacher preparation program. *Australian Journal of Teacher Education*, *36*(8). https://doi.org/10.14221/ajte.2011v36n4.5

Dehghan, F. (2020). Professional Development in Education Teachers ' perceptions of professionalism : a top-down or a bottom-up decision-making process ? *Professional Development in Education*, *00*(00), 1–10. https://doi.org/10.1080/19415257.2020.1725597

Eggleston, J. (2018). Teacher professionalism and professionalization. *The Changing Government of Education*, 113–123.

Eickelmann, B., & Drossel, K. (2020). *Lehrer* innenbildung und Digitalisierung-Konzepte und Entwicklungsperspektiven*. JSTOR.

Evans, L., & Homer, M. S. (2014). *Academic journal editors' professionalism: perceptions of power, proficiency and personal agendas*.

Fahmi, M., Maulana, A., & Yusuf, A. A. (2011). Teacher certification in Indonesia: A confusion of means and ends. *Center for Economics and Development Studies (CEDS) Padjadjaran University*, *3*(1), 1–18.

Genç, Z. S. (2016). More Practice for Pre-Service Teachers and More Theory for In-service Teachers of English Language. *Procedia - Social and Behavioral Sciences*, *232*(April), 677–683. https://doi.org/10.1016/j.sbspro.2016.10.092

Gray, C. C., Wright, P. R., & Pascoe, R. (2017). Raising the curtain: Investigating the practicum experiences of pre-service drama teachers. *Australian Journal of Teacher Education*, *42*(1), 36–53. https://doi.org/10.14221/ajte.2017v42n1.3

Grossman, P., & McDonald, M. (2008). *Back to the future: Directions for research in teaching and teacher education*.

Heck, D., & Ambrosetti, A. (2018). Reclaiming educator professionalism in and for uncertain times. In *Teacher education in and for uncertain times* (pp. 1–13). Springer.

Hoffman, J. V, Wetzel, M. M., Maloch, B., Greeter, E., Taylor, L., DeJulio, S., & Vlach, S. K. (2015). What can we learn from studying the coaching interactions between cooperating teachers and pre-service teachers? A literature review. *Teaching and Teacher Education*, *52*, 99–112.

Hudson, P. B., Nguyen, T. M. H., & Hudson, S. (2008). Challenges for pre-service EFL teachers entering practicum. *Proceedings 2008 Asia TEFL International Conference "Globalizing Asia: The Role of ELT," 2008*, (12 pages). http://eprints.qut.edu.au/14517/1/14517.pdf

Ige, O. A. (2019). Using action learning, concept-mapping, and value clarification to improve students' attainment in ICT concepts in social studies: The case of rural learning ecologies. *Journal of Social Studies Education Research*, *10*(1), 301–322.

Ingvarson, L., Reid, K., Buckley, S., Kleinhenz, E., Masters, G. N., & Rowley, G. (2014). *Best practice teacher education programs and Australia's own programs*.

Jalal, F. (2009). *Teacher certification in Indonesia: A strategy for teacher quality improvement*. Departemen Pendidikan Nasional, Republik Indonesia.

Kennedy-clark, S., Eddles-hirsch, K., Francis, T., & Cummins, G. (2018). *Developing Pre-Service Teacher Professional Capabilities through Action Research Developing Pre-Service Teacher Professional Capabilities through Action*. *43*(9).

Kenny, J. D., Hobbs, L., Herbert, S., Chittleborough, G., Campbell, C., Jones, M., Gilbert, A., & Redman, C. (2014). Science Teacher Education Partnerships with Schools (STEPS): partnerships in science teacher education. *Australian Journal of Teacher Education*, *39*(12), 43–65.

Kertesz, J., & Downing, J. (2016). Piloting teacher education practicum partnerships: Teaching alliances for professional practice (TAPP-Tas)1. *Australian Journal of Teacher Education*, *41*(12), 13–24. https://doi.org/10.14221/ajte.2016v41n12.2

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge.

Kwenda, C., Adendorff, S., & Mosito, C. (2017). Student teachers understanding of

the role of theory in their practice. *Journal of Education (University of KwaZulu-Natal)*, *69*, 139–160.

Le Cornu, R. (2016). Professional experience: Learning from the past to build the future. *Asia-Pacific Journal of Teacher Education*, *44*(1), 80–101.

Lessing, A., & De Witt, M. (2007). The value of continuous professional development: teachers' perceptions. *South African Journal of Education*, *27*(1), 53–67.

Leung, C. (2012). Second/additional language teacher professionalism: What is it. *Symposium*, 11–27.

Loo, D. B., Maidom, R., & Kitjaroonchai, N. (2019). Non-native English speaking pre-service teachers in an EFL context: Examining experiences through borderland discourse. *Asia-Pacific Journal of Teacher Education*, *47*(4), 414–431.

Loughran, J. (2013). *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. Routledge.

Mockler, N. (2020). Teacher professional learning under audit: reconfiguring practice in an age of standards. *Professional Development in Education*, *January*. https://doi.org/10.1080/19415257.2020.1720779

Mudra, H. (2018). Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia. *Qualitative Report*, *23*(2), 319–344. https://doi.org/10.46743/2160-3715/2018.3115

Mukuna, T. E. (2013). Integration of ICT into teacher training and professional development in Kenya. *Makerere Journal of Higher Education*, *5*(1), 3–21.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal*, *20*(1), 7–14.

Qorib, M., & Harfiani, R. (2021). *Independent campus policy in the new normal era*. *2*, 13–20.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Ernst Klett Sprachen.

Roberts, J. (2016). *Language teacher education*. Routledge.

Rudolph, J. (2018). Practical research. Planning and design. *Journal of Applied Learning and Teaching*, *1*(2), 73–74.

Schmidt, M. (2010). Learning from teaching experience: Dewey's theory and pre-service teachers' learning. *Journal of Research in Music Education*, *58*(2), 131–146. https://doi.org/10.1177/0022429410368723

Schwartz, L., Beamish, W., & McKay, L. (2021). Understanding social-emotional reciprocity in autism: Viewpoints shared by teachers. *Australian Journal of Teacher Education (Online)*, *46*(1), 24–38.

Sherly, S., Dharma, E., & Sihombing, H. B. (2021). Merdeka belajar: kajian literatur. *UrbanGreen Conference Proceeding Library*, 183–190.

Sim, C. (2010). Sustaining productive collaboration between faculties and schools. *Australian Journal of Teacher Education*, *35*(5), 18–28. https://doi.org/10.14221/ajte.2010v35n5.2

Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. *Fitrah: Journal of Islamic Education*, *1*(1), 141–157.

Smith, J. A., & Shinebourne, P. (2012). *Interpretative phenomenological analysis.* American Psychological Association.

Sohn, B. K., Thomas, S. P., Greenberg, K. H., & Pollio, H. R. (2017). Hearing the Voices of Students and Teachers: A Phenomenological Approach to Educational Research. *Qualitative Research in Education*, *6*(2), 121. https://doi.org/10.17583/qre.2017.2374

Standal, Ø. F., Moen, K. M., & Moe, V. F. (2014). Theory and practice in the context of practicum: The perspectives of Norwegian physical education student teachers. *European Physical Education Review*, *20*(2), 165–178.

Strunc, A. R. (2020). Are They Listening? Policymakers and Their Role in Public Education. *Research in Educational Policy and Management*, *2*(1), i–iii.

Suhartoyo, E., Wailissa, S. A., Jalarwati, S., Samsia, S., Wati, S., Qomariah, N., Dayanti, E., Maulani, I., Mukhlish, I., & Azhari, M. H. R. (2020). Pembelajaran Kontekstual Dalam Mewujudkan Merdeka Belajar. *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)*, *1*(3), 161–164.

Sulistiyo, U. (2015). Improving English as a foreign language teacher education in Indonesia: The case of Jambi University. *Unpublished Doctoral Thesis). RMIT, Melbourne. Https://Researchbank. RMIT. Edu. Au/Eserv/R*MIT, *161521*.

Sulistiyo, U., Rusdi, M., Clifton, J., Fehring, H., & Jordan, K. (2021). The Implementation of the Coaching Approach to Professional Experience (CAPE) Model in Indonesian initial Teacher education: The Participants' Perspectives.

Australian Journal of Teacher Education, *46*(3), 2.

Tanang, H., & Abu, B. (2014). *Teacher Professionalism and Professional Development Practices in South Sulawesi , Indonesia*. *3*(2), 25–42. https://doi.org/10.5430/jct.v3n2p25

Tarman, B., & Chigisheva, O. (2017). Editorial for special issue: Transformation of educational policy, theory and practice in post-soviet social studies education. *Journal of Social Studies Education Research*, *8*(2).

Valencia, S. W., Martin, S. D., Place, N. A., & Grossman, P. (2010). *Lost Opportunities for Learning*. https://doi.org/10.1177/0022487109336543

Wahyuni, I., & Anshori, A. (2021). Student response of Medan State University to independent campus discussion. *COMCAST*, *2*(2), 110–116.

Walter, C., & Briggs, J. (2012). What professional development makes the most difference to teachers. *A Report Sponsored by Oxford University Press. Retrieved on July*, *20*, 2015.

Widiyono, A., Irfana, S., & Firdausia, K. (2021). Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar. *Metodik Didaktik: Jurnal Pendidikan Ke-Sd-An*, *16*(2).

Yeigh, T., & Lynch, D. (2017). Reforming initial teacher education: A call for innovation. *Australian Journal of Teacher Education*, *42*(12), 112–127. https://doi.org/10.14221/ajte.2017v42n12.7

Yohana, C., Rachma Dania, R. F., & Prihandono, D. (2021). Study of the influence of education and literation of entrepreneurship in vocational high schools: Indonesian case. *Academic Journal of Interdisciplinary Studies*, *10*(1), 34–50. https://doi.org/10.36941/ajis-2021-0004

Yusuf, F. (2021). The Independent Campus Program for Higher Education in Indonesia: The Role of Government Support and the Readiness of Institutions, Lecturers, and Students. *Journal of Social Studies Education Research*, *12*(2), 280–304.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, *61*(1–2), 89–99.

Zeichner, K. M. (2009). Professional development schools in a culture of evidence and accountability. In *Teacher Education and the Struggle for Social Justice* (pp. 64–73). Routledge.

Zein, S. (2016). Factors affecting the professional development of elementary English teachers. *Professional Development in Education*, *42*(3), 423–440.

Article

Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The *Kampus Mengajar* Program

Abstract: The low quality of teachers in Indonesia indicates that its current professional development programs are yet to obtain the ideal form. Therefore, this research aims to determine how the *kampus mengajar* (teaching campus) program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. Semi-structured interviews were used to collect data from 11 pre-service teachers, 2 supervisors, and 2 principals involved in the *kampus mengajar* program with 3 months of professional experience placements in elementary schools spread across various parts of Indonesia. ~~The collected data were analyzed using interpretative phenomenological analysis.~~ The data collected were analyzed using the thematic data analysis technique. The results showed that although the *kampus mengajar* program experiences various challenges, it can be used by pre-service teachers to enhance their professionalism through sharing and receiving experiences. ~~Furthermore, this program can be an alternative model in improving the professionalism of pre-service teachers to bridge the gap between theory and practice.~~ The *kampus mengajar* program offered real and authentic experiences for pre-service teachers in guiding students, performing various administrative tasks, and learning in the workplace, hence, they have a better understanding of school life realities.

1. Introduction

The low quality of in-service and pre-service teachers in Indonesia shows that its various professional development programs are yet to obtain an ideal form. The World Bank reports that this profession was awarded low test scores on aspects of subject matter, including knowledge, pedagogic skills, and general intelligence [1]. They are also unable to effectively control the students who have low motivation, dedication, and thinking independence, including immature emotions [2]. In Indonesia, various professional development programs and other forms of training have been carried out, although these have been considered ineffective in improving teacher professionalism [3].

One of the main problems related to teacher professionalism is the gap between instilling theoretical and practical knowledge in the classroom [4][5]. There is a disassociation between program components organized by universities and the actual needs of elementary schools [6]. The gap between theoretical and practical knowledge also occurs because pre-service teachers are shaped by their personal experiences and opinions about this profession. According to Kertesz and Downing [7], this tends to cause dissonance between universities and elementary schools. The lack of reciprocity results in discord between pre-service teachers' preparation with school expectations and requirements [8]. Meanwhile, Darling-Hammond [9] highlights the disparity between the programs organized by campuses regarding field experiences. Although these are incorporated into the curriculum, the time spent by both pre-service teachers and their supervisors is often not properly planned. Besides, they are often left to work independently without guidance or supervision from the university [9].

Empirical evidence shows that field experience is an alternative in producing professionals [10][11][12]. It is an important opportunity for pre-service teachers to improve

their skills [13]. This provides the best opportunity to learn and gain personal teaching efficacy after graduation [14]. For pre-service teachers, centers were provided for professional learning in the workplace to understand the daily realities of school life. Professional experience creates opportunities to harmonize ideas and theories learned at the university. Field experience is a meaningful and practical teaching skill that is considered a basic need for pre-service teachers [15]. Deed et al. [16] stated that professionalism requires balancing the time devoted to theoretical learning at the university and the workplace. It was further clarified that there needs to be a meaningful integration of the 2 experiences to enhance professional outcomes. Pre-service teachers are expected to develop a teaching philosophy involving the transfer of theoretical knowledge acquired at the university into an authentic learning context under real conditions. Teachers gain comprehensive and insightful constructive feedback from more experienced tutors who act as mentors [17][6]. Therefore, pre-service teachers need more practical opportunities on their way to becoming professionals [17].

The *Kampus Mengajar* Program as a subsidiary of the *Merdeka Belajar-Kampus Merdeka (MBKM)* or Freedom to Learn-Independent Campus policy. The MBKM is one of the breakthroughs initiated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in providing field experience for pre-service teachers. This policy offers some form of autonomy to these institutions and freedom for students to select the desired program. It provides them with a broader learning experience and space to deepen their knowledge for 3 semesters, namely 2 (equivalent to 40 credits) off campus and 1 (equivalent to 20 credits) in other study programs. This includes internships, practical work, teaching assistantships, entrepreneurship, student exchanges, and research [18]. Moreover, this program is expected to improve the graduates soft and hard skills competence to ensure that they are prepared for the dynamic needs and as future leaders of the nation who are superior, moral, and ethical [19]. This policy grants students the freedom to think either individually or in groups, thereby producing superior, critical, creative, collaborative, and innovative graduates in the future. The MBKM is expected to trigger their involvement to learn [20]. Besides, it aids college students in exploring their greatest potentials, including teachers, to independently improve the quality of learning [21]. For pre-service teachers, this program is expected to reduce the gap between the theoretical aspect learned on campus and the real needs of the school. It is assumed that there is a missing link between the courses offered by these universities and the actual needs of these users, therefore, graduates of the Teacher Training and Education Faculty are considered to be incompetent. Based on the research background, the problem is how the *kampus mengajar* program aids pre-service teachers to develop their professionalism, and its potential to bridge the gap between theory and practice are interesting aspects to be studied.

2. Literature Review

2.1. The meaning of professionalism and teacher professional development policies in Indonesia

The concept of "professionalism" is used to represent individual competencies and expertise as well as the quality of the work discharged [22]. It is based on 3 essences: using a specific scientific building, rendering services to others in the community, and possessing a self-regulated code of ethics to maintain high morale, quality, and ethical standards [23][24][25]. Professionalism has been defined in different ways, from training to personnel development to more efficient and effective professional courses [26][27][28].

Leung [29] categorized it into 2, independent and managerial. The first level or definition of this term, which is also called transformative professionalism [30], refers to how teachers view their practices, knowledge, beliefs, and skills as well as critical reflection on past teaching experiences as learners, their abilities, and future directives. The second definition is managerial professionalism which refers to what teachers expect as

determined by official authorities such as the ministry of education. In other words, the first level of professional development is a bottom-up, personal, and self-initiative process, while the latter is top-down, institutional, and other people-oriented [31].

These opinions showed that professionalism contains aspects of a person's expertise, skills, and abilities in specific jobs. It refers to the commitment in improving professional skills and developing strategies for carrying out work [32]. In Indonesia, the professionalism of teachers is explained in Law No. 14 of 2005 concerning teachers and lecturers, which defines it as a job that requires specific skills and a decent source of livelihood. According to the law, teachers must have four competencies for professional work, namely pedagogic, professional, social and personality. The teachers' competence is a combination of knowledge and skills to perform effective learning and keep up with times [33].

Several preliminary studies have identified the teacher professional development principles as being effective and successful. According to Lessing and De Witt [34], the 3 aspects include workshops, personal values and programs, and teaching approaches. Teacher professional development programs also need to enable them work with other colleagues to create organizations that support learning. They need to be given the opportunity to become practitioners, share knowledge and commitment, work with community members to implement coherent curricula and supportive systems for the students, as well as collaborate with them in ways that advance their understanding and skills. Teachers' professional development aims to improve their knowledge and skills through orientation, training, and support that enhance the quality of the teaching and learning process. It also focuses on core competencies such as improving their abilities, understanding the students, managing teaching skills and practice, knowledge of other disciplines, and appreciating this profession [34][2]. Preliminary research stated that professional development activities positively impact the teachers' beliefs and practices as well as students' performances in learning and educational reform in general [2]. These programs include relevant activities such as improved qualifications, updating tutors' knowledge and understanding of the subjects taught, practicing teaching students from different backgrounds, developing practical competencies and skills, learning new teaching methodologies, adopting learning innovations and technologies, improving ethical professionalism, as well as acquiring knowledge and skills to anticipate societal changes.

In Indonesia, professional development programs are carried out for both in-service and pre-service teachers. Several of them have been implemented for in-service teachers, such as PLPG (Professional Education and Training for Teachers) PPG (Teacher Certification Program), and SM-3T (Education by Bachelors at Frontier, Outermost, and Underdeveloped areas) in remote areas. Furthermore, they need to participate in various independent programs to develop their professionalism, such as MGMP. The Education Personnel Education Institution (LPTK) is the main initiative for pre-service English teachers in Indonesia, including those employed in state and private universities whose main role is to provide education and pedagogical training for those interested in teaching at both junior and senior high schools [35]. However, through professional teacher education, the government is trying to improve the academic system by increasing their qualifications and skills.

Some research stated that the impact of teacher certification only improves their standard of living. Abbas [36] stated that the teacher certification program slightly contributed to improving the quality of national education. Teachers in Indonesia did not significantly improve their quality and performed poorly even after completing the certification program and receiving a salary increase. Helping them update their knowledge and skills in dealing with certain changes and managing human resources is needed. Additionally, professional development aids in achieving better performance in the aforementioned matter [2]. The essence of professional development is centered on teacher learning and transforming their knowledge into practice for the benefit of the

students [37]. Walter and Briggs [38] reported that it is effective due to (a) the inclusion of concrete and classroom-based skills from outside the school, (b) teacher involvement in the selected fields to develop and carry out certain activities, (c) collaboration programs with peers, (d) providing opportunities for mentoring and coaching, (e) continuous efforts regularly, and (f) support for effective school leadership.

2.2. Professional Development for Pre-service Teachers

One of the effective programs provides field experience for pre-service teachers. This helps individuals become tutors by learning the needful about teaching with the support of a good mentor [39]. University-based pre-service teacher education is in a state of transition from a training model that emphasizes skill acquisition and competency mastery to a practice-based type centered on participation, involvement, and reflection [39]. This practice-based shift brings to the fore the important role of cooperation in teacher preparation as primary mediators of field experience in pre-service teacher education [40].

Professional experience is relevant, and pre-service teachers typically describe it as the most important aspect of their program [41], partly because they value the opportunity to be mentored by experienced tutors during their teaching practice [42]. There is little doubt that effective mentoring is essential for the practical development of PST in the workplace [43].

2.3. Kampus Mengajar Program in Developing Pre-Service Teacher Professionalism

The *kampus mengajar* program as a subsidiary of the Merdeka Belajar-Kampus Merdeka (MBKM) or Freedom to Learn-Independent Campus policy is one of the breakthroughs of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in terms of providing field experience for pre-service teachers. This autonomous academic institution and complicated bureaucracy allow students to freely select the desired program. It is expected to improve the graduates' competence, both soft and hard skills, to be relevant to the changing needs and produce future superior and morally ethical leaders [19]. This policy aids students to freely engage in critical thinking, thereby becoming creative, collaborative, and innovative. The kampus Merdeka program is expected to increase students' involvement in learning [20][44]. In accordance with this program, college students explore their greatest potentials, including teachers, to innovatively and independently improve the learning quality [21]. For pre-service teachers, it is expected to reduce the gap between the theories learnt on campus and the real needs of the field. Moreover, it is assumed that there is a missing link between the courses taught at these universities and the users' needs, thereby producing incompetent graduates of the Teacher Training and Education Faculty.

According to the main pocket book of *kampus mengajar* guidelines [45], its flow is divided into three, namely the pre-assignment, assignment, and final assignments. The pre-assignment flow which comprises of a) debriefing and b) coordination are activities carried out by students before partner schools. Meanwhile, the assignment flow is divided into activities at the beginning, during, and at the end of the assignment. The beginning includes orientation, adaptation, observation, preparation, and consultation. At the orientation stage, students and the school introduce themselves, the group, and the person in charge. They also listen to the explanation from the school regarding its vision, mission, academic culture, school environment, as well as problems and challenges faced by the school. At the adaptation stage, students need to show an adaptive personality to be accepted by the school by being friendly, putting up feelings of appreciation, giving a sincere smile, paying attention to appearance and being willing to open themselves to learn and teach others. At the observation stage, students, with assistance from the school, conduct a series of direct observation activities by identifying the school environment, administration, organization, and the learning process. The preparation

stage is associated with the design of plans during *kampus mengajar* activities based on the results of observations. Finally, the consultation stage enables students to ask for approval of the design plan activity with accompanying teachers and field supervisors.

The assignment stage is divided into two major activities, namely teaching and non-teaching. Teaching activities carried out by students include the following steps: a) Identify teaching materials according to student abilities and school needs. b) Design the teaching planning that will be implemented. c) Discuss the plans made with colleagues and the school. d) Reflect on learning activities conducted with colleagues and the school. e) Make daily and weekly reports by filling out a daily logbook in the MBKM (Independent Learning-Independent Campus) application. Non-teaching activities are carried out by students in the following steps: a) Identify personal abilities and school needs. b) Design the non-teaching activities that need to be implemented. c) Discuss the plans that have been made with colleagues and the school. d) Reflect on non-teaching activities that have been carried out with colleagues and the school. and e) Make daily and weekly reports by filling out a logbook in the MBKM application. The non-teaching activities that can be carried out by students include: a) Help the school to carry out administration of basic education related data b) Carry out extracurricular coaching activities. c) Implement guidance and counselling services with teachers. d) Implement the services for children with special needs, and e) Assist the teacher in carrying out administrative tasks [45].

The third stage enables the participants to carry out five activities, namely a) Complete a self-assessment, b) Request a peer assessment, c) Complete a peer assessment, d) Confirm filling in the assessment results carried out by the supervising teacher, and e) Compile the final activity report and upload it to the MBKM system according to the schedule [45].

2.4. Weaknesses in the literature and the novelty of this research

Some research has been carried out on the *kampus mengajar* program. Based on the acquired results, there are at least 3 trends related to this matter, such as response to policies, the organizers' readiness, as well as its impact on students' skills. The research on the first trend was carried out by Wahyuni and Anshori [46], who examined the implementation of the Merdeka belajar policy at Medan State University. It was reported that the students are aware of the importance of learning discourse on independent campuses, although some do not agree with the program. This research stated that low student literacy and lack of stakeholders' involvement were due to low student literacy. Students also believed that this program made it more challenging to graduate as planned. Other studies stated that most universities, especially those in remote areas, have not been in a hurry to adopt the program, and the unique situation of each presents certain obstacles during its implementation, such as students who lack understanding of the policy [47].

The second trend was carried out by Yusuf [48], who analyzed the relationship between the *kampus mengajar* program and university stakeholders' readiness. By adopting quantitative methods, the readiness of lecturers, students, and government support turned out to have a positive impact on the enacted policy. Anwar [49] described the implementation of *kampus mengajar* program at Muhammadiyah Elementary School 1 Padas. It was reported that in 2021 first, teaching activities first consist of face-to-face and online learning, including home visits. Second, technological adaptation assists teachers in adopting teaching media and materials in accordance with the curriculum. Third, the administration carried out by the students was to aid in the preparation of learning tools as administrative completeness. The implementation of the *kampus mengajar* program offers the necessary experience and empowerment as well as had a positive impact during the COVID-19 pandemic. Preliminary research stated that the *kampus mengajar* program triggers the students' readiness because it focuses on active learning, concept mapping, and value clarification based on information and communication technology [50]. This educational policy transformation is also in line with the ac-

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

6 of 19

ademic theory and practice during the transition, stabilization, and growth potential periods [51][52]. Meanwhile, research on the third trend was carried out by Widiyono et al. [44], and it was reported that the implementation of the *Kampus Mengajar* program has a positive impact on students, such as triggering their interest in learning, as well as integrated literacy and numeracy skills. They also enjoy certain benefits, including being able to provide direct teaching experience in order to develop interpersonal and leadership skills. Yohana et al. [53] examined the factors that influence the entrepreneurship program in the Kampus Merdeka policy by using 5 universities as the research objects. It was reported that the campus policy factors, apprenticeship programs, and exploration of local potentials positively affect competency development, implementation, and entrepreneurial learning.

A review of the previous studies shows that there is little or no interest in analyzing the professional experiences gained through *kampus mengajar* program. This is because it had only been running for 1 year. Therefore, this research has the potential to develop an alternative model to develop the professionalism of pre-service teachers. Based on the theoretical framework, this research aims to explore: 1) what experiences are obtained by pre-service teachers during the *kampus mengajar* program to improve their professional experience, and 2) how the program can be utilized.

Author's Role

The six authors are lecturers in the faculty of teaching and education/Islamic education who are concerned with various issues of education, training, and development of pre-service teachers. The first and second authors initiated this research idea, while the third acted as the field supervisor of the *kampus mengajar* program. However, the three of them were not involved in guiding the students who were the participants in this research. The fourth, fifth, and sixth authors are senior lecturers who are often involved in various teacher training and professional development programs without experience in *kampus mengajar* programs. The first, second, and third authors were involved in planning, collecting, analyzing data, and compiling this research. Meanwhile, the fourth and fifth authors played a significant role in reviewing, providing critical notes, and revising. All were actively involved in the research process and data analysis. The research motivation is based on the shift in the Indonesian Ministry of Education policy in providing a professional experience for pre-service teachers. The results are expected to provide an overview of the *kampus mengajar* program's potential in giving real experiences for pre-service teachers, thereby providing a better understanding of the life school's reality.

3. Materials and Methods

3.1. Research Type

A phenomenological approach was adopted to complete this research because it allows directly exploring the participants' experiences and perceptions of the phenomenon being studied. It also focuses on the embodiment of connections and the context in which people experience certain phenomena [51]. This approach also focuses on occurrences in natural settings [52][53]. The experiences of pre-service teachers in terms of engaging in kampus mengajar program to develop their professionalism was analyzed in this research.

This is a qualitative research because it aims to provide a description and interpretation of social phenomena [54][55]. Informed consent was given by the participants who were reminded that: 1) their involvement was voluntary, 2) all data collected are de-identified when used to draft publications, and 3) they are not required to answer unwanted questions. Moreover, all their names were written using the code P1-P15 to ensure the confidentiality of their identities.

3.2. Participants

The participants consisted of 11 pre-service teachers, 2 principals, and 2 supervisors, who were involved in kampus mengajar program for 3 months. They were determined by the purposive sampling techniques and fulfilled the following criteria: 1) involved in the kampus mengajar program, 2) were science students (pre-service teachers), 3) placement in elementary schools, 4) volunteered to participate in the research until it was completed. Meanwhile, 2 lecturers were assigned by the universities to supervise the pre-service teachers, and the principal heads the school where the students teach. Overall, the participants consisted of 13 women and 2 men. The participants from the pre-service teachers, field supervisors and school principals are in categories of P1-P11, P12-13, and P14-15.

3.3. Research Procedure

Before data collection, a letter of permission was requested from the university's vice-chancellor, where the students participated in the kampus mengajar program. Information was acquired through semi-structured interviews. A semi-structured interview was held with the participants as recommended by [56].in accordance with a phenomenological study This did not only provide an opportunity for participants to share their experiences rather to gain more insight [57].

Interviews were carried out based on certain guidelines, and it was performed once or twice with different participants. The first one was held by sending a list of questions through email to the participants, and they were given a maximum of 2 weeks to complete the forms. Based on the allocated time, 13 of them responded on time, while the remaining 2 responded in the next 2 days after receiving confirmation. The answers obtained through email were re-transcribed, and the participants' answers were read in their entirety to get an overall idea. From this stage, answers which needed deepening were identified through virtual or zoom meetings. A total of 7 identified participants stated their ability to hold a second interview, consisting five pre-service teachers and two field supervisors. Each selected the time according to their desires, with the duration lasting for a minimum and maximum of 22 minutes and 56 minutes, respectively. Interestingly, each was recorded and transcribed verbatim afterward, besides member checking of transcripts was used to increase data reliability.

3.4. Data analysis technique

An Interpretative Phenomenological Analysis (IPA) method was adopted to analyze and interpret the participants' experiences in utilizing the kampus mengajar program to develop professional skills [55]. The stages of data review adapted from the analysis model [56] is based on 4 steps. Each transcript was carefully read in the first phase, relevant quotes were selected and further extracted into a word document. The extracted quotes were grouped into micro themes and coded with certain colors in the second step. Certain themes were produced at this stage, and each was considered a "description of life experiences" [52]. Furthermore, in the third step, the micro themes were re-examined to produce new, larger one when both similar and different quotes for each emerging theme were connected. In most cases, these micro themes were converted to sub-themes. In the fourth step, the critical discussion took place among team members to confirm interpretations, identified, and sub-themes.

The thematic analysis technique for developing themes in the form of patterns was used to analyze the data collected [58] [59]. This process was conducted in two stages, the first opens the code of raw interview data [60] to identify instances when participants described the use of *kampus mengajar* program to enhance teachers professional experience. The second is the analytic coding stage, which is conducted by connecting and solving various similar codes to obtain conclusions from the first stage (Robson & McCartan, 2016). Four important themes were found through this process, namely 1) sharing experiences supported by four sub-themes, such as building motivational and

varied learning opportunities, 2) receiving experiences supported by three sub-themes, 358
3) developing professional abilities supported by 3 sub-themes, and 4) challenging pro- 359
gram supported by three sub-themes. 360

4. Results

This research aims to explore the pre-service teachers' experiences gained from the 362
kampus mengajar program to enhance their professionalism. Data analysis produces 4 363
themes, such as sharing and receiving experiences, professional development ability, 364
and program challenges. The data analysis results are shown in Table 1. 365

Table 1. Data analysis results   366

Theme	Sub-theme	Number of Participants
Sharing experience	~~Successfully guiding students~~Build motivational and various learning opportunities	15
	Helping school administration	10
	Helping teachers adapt to technology	12
	Developing school programs	10
Receiving experience	Being trusted	12
	Getting the opportunity	11
	~~Best practices~~Obtaining real experiences	7
Professional skills develop	~~Soft skills develop~~Enhance soft skills	12
	Trained skills	10
Program challenges	Time management	12
	Program socialization	12
	Coordination	15

367

4.1. Sharing experience   368

This theme implies that while participating in the *kampus mengajar* program, pre- 369
service teachers had the opportunity to share their experiences, skills, and knowledge 370
with the schools where they taught. It was supported by 100% of participants, and it is 371
divided into several sub-themes, including successfully guiding the students, helping 372
the school administration and teachers adapt to technology, and developing school pro- 373
grams. 374

1.   ~~Successfully guiding students~~Build motivational and various learning opportunities   375

Pre-service teachers' experience in successfully ~~guiding students~~build motivational 376
and various learning opportunities is an interesting one, particularly during the *kampus* 377
mengajar program. This is manifested in the form of fun learning in class, to motivate the 378
students and ensure they do not get bored easily, as well as accompanied by home visits. 379
All participants (n=15) reported this event during the data collection process, as shown 380
in the following comments. 381

> I taught citizenship education, namely how to practice Pancasila daily. They happi- 382
> ly participated in learning (p2, 10 to 13). 383

Similar comments were also conveyed by many other participants "I have succeed- 384
ed in assisting students through the home visit program" (P4, 3 to 5). "I developed the 385
subject matter from thematic books to be more creative and ensure the students are not 386
easily bored and absorb the lessons more quickly" (p2, 88 to90). The pre-service teachers' 387

abilities to accompany these learners are evidence of their successful experiences en-
hancing their professionalism.

> The valuable experience I gained during the *kampus mengajar* program was being
> able to provide varied learning where previously students studied with the teacher
> only with the lecture method, but now I use the learning method by inviting stu-
> dents to play roles directly (P2, 3-8).

> For P2~~who was assigned to an elementary school in East Oku Regency, South Su-
> matra,~~ adopted role-play learning, and it made the students happy because teachers at
> school rarely applied this method.

2. Helping school administration

The experience gained from helping school administration included setting exam
questions, report cards, and supervising these activities. P5~~, a 7th semester student, as-
signed to the State Elementary School 02 Sriwangi,~~ stated that during the *kampus
mengajar* program, they often engaged in helping school administration. "P5 personally
executed this activity because the existing teachers were not used to the use of technolo-
gy, such as laptops". Based on the fact that none of them were capable, P5 was forced to
share the experiences gained and this made P5 to completely understand the duties. "P5
realized that the teacher's job was not only teaching" (P5).

Similarly, P1 reported, as follows:

> My most valuable experience was when my colleagues and I helped the teacher
> council prepare for school exams, starting with typing the questions, making report
> cards, and participating in the supervisory activities (P1, 3 to 6).

> Other participants also shared their experiences:

> Some also helped the administration by stamping books stored in the warehouse
> because the school does not yet have a library and assisting the teachers' needs (p2,
> 17 to 20).

3. Helping teachers adapt to school technology

During online learning implemented due to the COVID-19 pandemic, technological
adaptation was a major problem faced by virtually all teachers. The sudden demand
caused the majority not to have enough time to upgrade their ability to use technological
devices in learning, as stated by one of the participants below:

> My friends and I held a workshop to introduce a "Canva" design application to fa-
> cilitate teachers to create learning media, certificates, banners for school activities,
> or concept maps. Besides that, my friends and I also held a workshop on Google
> Workspace consisting of Google Classroom, Google Meetings, Google Forms, and
> Google Drive. This was based on the fact that initially, only a few of them were able
> to use Google Workspace to support distance learning (P4, 16 to 24).

The story of P4 shows that majority of the teachers are not yet proficient in using
technology to assist online learning. This is, therefore, a blessing for pre-service teachers
because they have the opportunity to share their experiences about the use of various
platforms in online learning. "The program organized by P4 starts with adapting to
zoom meetings, google meet, Microsoft Excel, and how to scan using a cellphone" (p1, 15
to 17). A similar story was also reported by P3, as follows:

> I discovered that the teachers used manual (handwritten) report cards, which was
> quite different from the surrounding schools that had switched to the automatic
> type with the help of Microsoft Excel and similar applications or programs. This
> prompted me to design automatic report cards using Microsoft Excel to help the
> school adapt to technology. They received positive responses from the teachers,
> students, and parents (P3, 7 to 12).

4. *Developing school programs*

Pre-service teachers also shared certain experiences in developing school programs, such as making webinars, holding national day commemoration competitions, engaging in-home visits, and forming study groups. One of the participants stated that they engaged in-home visit programs because it was discovered that some students did not have the motivation to learn while studying from home.

> Home visit programs are for students who have no motivation to learn. They are guided and assisted until they become active in learning (P4, 9 to 12).

Additionally, the formation of study groups is also needed during the pandemic because it aids students who have learning difficulties. "I create study groups for lower grade students and guide them in their reading guidance" (P5, 18 to 20). Another participant explained as follows:

> Another valuable experience was when my friends and I made a national webinar with the theme "Improving Teacher Competence through Fun Learning and Dancing in the New Normal Era." My friends and I were very happy because there were many enthusiasts from school teachers who wanted to take participate, and in a short time, it was completed without any obstacles (P1, 7 to 11).

4.2. Receiving experience

The theme receiving experience simply means that during the *kampus mengajar* program, the participants acquired knowledge, and skills from the school, especially learning directly from their teachers. Likewise, in sharing experience, 100% of participants also reported receiving experience while attending the kampus mengajar program. The sub-themes are being trusted, getting the appropriate opportunity, and ~~best practices~~gain real experience.

1. *Being trusted*

Most of the participants (n=12) enthusiastically shared how they were trusted by the school to carry out various activities, either in the form of hosting an event, contributing ideas for its development, or the provision of teaching materials. P1~~, a student assigned at the State Elementary School 1 Cahaya Mulya,~~ was entrusted with hosting the graduation ceremony. "P1 felt more confident because she properly executed the task" (P1, 43 to 45). In line with the P1's story~~, a student assigned to a private elementary school in Central Bangka Regency, Bangka Belitung Province,~~ stated that:

> The classroom teacher trusted them to provide teaching materials in ICT learning and help assess the students during practice. This experience gave me a clearer picture of tomorrow when I become a teacher in developing learning materials (P7, 24 to 29).

2. *Getting the opportunity*

Getting the opportunity during a *kampus mengajar* program enhances pre-service teachers' professionalism. The participants shared many stories about accompanying the students during competitions, giving speeches in a series of events, especially in the Ramadhan month, aiding children with special needs, and contributing ideas for school development. P6 reported his experiences when he had the opportunity to assist students in various competitions and succeeded in leading them to win at the regency and provincial levels.

> At the end of the *kampus mengajar* program, I was happy because the students I mentored won the competition. Meanwhile, at the sub-district level, those who participated in the dance and weaving competition each won 3rd place. They were also invited at the regency level, and alhamdulillah the student who took part in the weaving competition, won 1st position while those that participated in dancing

won 2nd place. All thanks to the teachers who cooperated, the students are able to participate in the weaving competition, besides, I am excited, touched, and proud (P6, 7 to 13).

P5 reported that their trust in him when he attended various meetings to convey ideas made him feel valued.

During the meeting, I was also allowed to express my opinion regarding any experience during my time at the school. I feel appreciated by the teachers irrespective of whether I am still a student (P5, 56 to 58).

Similarly, P7 reported that accompanying students with special needs was a valuable opportunity for him to understand their learning characteristics. "The opportunity was given to me by the class teacher to accompany them directly. Therefore, I was privileged to understand how much students learn" (P7, 35 to 37). On another occasion, P6 also reported that "I was allowed to give a speech for 2 days at a short-term Islamic boarding school activity during the Ramadhan month. At first, I was embarrassed however, thank God I was able to deliver it properly" (P6, 40 to 43).

3. ~~Best practices~~Obtain real experiences

The *kampus mengajar* program has provided best practices for pre-service teachers, such as carrying out learning, increasing students' motivation, engaging in-home visits, working selflessly, being a parent figure, teaching sincerely, giving rewards, not discriminating against them, and properly managing the school program. Interestingly, more than half of the participants recounted this experience (n=9). P3~~, a student, assigned to an Islamic private elementary school in West Bangka Regency, Bangka Belitung Province,~~ told how she got ~~best practices~~ real experiences in managing character education and strengthening certain programs.

I discovered an interesting thing about religious character education. The school is good at implementing this subject, and the parents really appreciate this, which also amazes me. This religious character is applied based on ahlussunah wal jama'ah (P3, 14 to 18).

In contrast to P3, who gained several experiences in managing a school program, P4 ~~(a student assigned to a state elementary school in Sleman Regency, Yogyakarta)~~ tells how she obtained ~~best practices~~ real experiences from this learning activity.

I gained experience from the teachers in terms of executing the learning process. Besides, I am aware of how the teachers continuously motivate the students by properly delivering the learning materials and communicating with them (P4, 43 to 47).

A similar experience was also shared by P4 and P7. P4 witnessed how the teachers visited the students' respective homes. "I came to understand how they are guided selflessly, regardless of their background." Furthermore, "I also understood how to act as a second parent figure (P4, 78 to 82). P7's story reinforces this subtheme, "I gained certain experiences from the classroom teacher about how to give attractive rewards and teach sincerely without discriminating" (P7 92 to 95).

4.3. Professional skills develop

The sharing and receiving experiences gained by pre-service teachers during the kampus mengajar program aided them to develop pedagogic, professional, personal, and social competencies needed to boost their professionalism. This theme is formed by 2 sub-themes as follows, soft and honed skills.

1. ~~Soft skills develop~~Enhance soft skills

Soft skills are one of the important abilities that need to be embraced by prospective teachers in terms of carrying out their duties professionally. It aids in establishing communication, maintaining good relations with colleagues, students, and the surrounding community, and being inclusive and developing emotional maturity, tolerance, and social sensitivity. The kampus mengajar program has enabled the research participants to acquire all these attributes. An interesting story was told by P8~~, a student assigned to one of the state elementary schools in Ogan Komering Ilir Regency, South Sumatra.~~

> I learned how to communicate with teachers from different religious backgrounds. In this school, the students were of 2 beliefs, Hinduism and Islam. Based on my observations, the majority of Islamic students often discriminated against those with different beliefs. I was forced to teach them how to tolerate one another. Therefore, I developed the habit of reading stories related to tolerance in the mornings (P8, 46 to 55).

P2's participation in the *kampus mengajar* program impacted "My communication, leadership, and self-confidence skills improved" (P2, 69 to 73). Similarly, P10 stated that "My personality was developed, especially in the aspect of discipline, and ensuring there is harmony among my peers, mentors, and students" (P10, 40 to 43). For P1, this program triggered some attributes. "My social sensitivity is getting higher because I often communicate with teachers, parents, and all the students" (P1, 53 to 56, P3, 59 to 60). Meanwhile, P8~~, a student assigned to the state elementary school in Ogan Komering Ilir Regency, South Sumatra,~~ stated that schools outside Java give her concern about the existence of inequality in this country.

> Interacting with principals, teachers, and students made me realize how visible the gap is between these institutes and the elementary ones during my internship in Yogyakarta (P8, 3 to 6).

2. *Skills are more honed*

One advantage of field experience is that pre-service teachers have the opportunity to put their knowledge into practice, although this is not necessarily acquired while studying on campus, therefore, their skills are honed, as stated by P9.

> While following the *kampus mengajar* program, I felt happy to be able to teach in Elementary School. What my friends and I gained from it, was not obtained on campus (P9 4 to 11).

The opportunity to instill knowledge in the real-world context tend to ultimately hone the skills of pre-service teachers, as reported by P2.

> The *kampus mengajar* program serves as a forum to practice my skills, gain experience, and turn it into an extraordinary lesson (P2, 138 to 141).

4.4. Program challenges

Although the *kampus mengajar* program offers several benefits for pre-service teachers to enhance their professionalism, it is undeniable that it has numerous challenges that need to be overcome. All participants (n=15) shared this experience, besides, this theme is formed by 3 sub-themes, such as time management, program socialization, and coordination between organizers.

1. *Program socialization*

As a new initiative by the Ministry of Education and Culture (launched in early 2020), program socialization is a major problem in implementing kampus mengajar. Moreover, all participants complained about this issue (n=15). The lack of socialization caused this program not to run optimally. P11~~, a student from the Islamic Religious Education study program assigned to State Elementary School 99/I Benteng Bawah,~~ stated

that "Hopefully, the *kampus mengajar* needs to be socialized because many students still do not know about this program" (P11, 88 to 90). The other participants had similar experiences, as recounted by P2.

> Many students who participated in the *kampus mengajar* program are still not aware of the materials to be taught in elementary schools. Moreover, they do not know how to maximize their objectives (P2, 160 to 163).

> P5 stated a similar experience, as follows:

> The socialization of *kampus mengajar* needs to be expanded, assuming it's possible because many students are still not aware of this program (P5, 76 to 80).

2. Coordination between organizers

Lack of socialization has caused most of the parties involved in *kampus mengajar* not to have the same perception about this program. Therefore, there is a need for coordination between organizers. This challenge was also shared by all participants (n=15). P11 recounts her experience, as follows:

> *Kampus mengajar* should be socialized in schools that have been selected as partners to ensure there are no misunderstandings because many equate this program with internships and real work lectures (KKN). Meanwhile, whenever my friends and I, who are participants, do not come to class, as usual, one of the teachers says, "you need to teach?" even though this program focuses more on Literacy and Numeracy (P11, 92 to 98).

Other participants also discussed the lack of coordination between the organizers, which resulted in the selection of schools that did not fulfill the criteria. Based on the interview held with P7 and P12, it was reported, as follows:

> The selected schools really need to be observed to ascertain whether it deserves to be improved or assisted through student creativity, aspirations or attention of the organizers in terms of realizing program (P7, 114 to117).

> ~~This is especially for students who initially participated could be converted/recognized but not at all hence many students were very depressed in joining this kampus mengajar (P11, 91-92).~~

> The *kampus mengajar* program socialization needs to be re-expanded because individuals, such as the schools where I was assigned to, are not aware of its existence (P12, 33-37).

P12's experience shows that the idea or initiative made by the Ministry of Education, Culture, Research, and Technology regarding the recognition of *kampus mengajar* program and its division into course credits has not been fully understood by the host universities.

3. Time management

Time management is also one of the themes that were complained about by many participants, including being out of sync with the learning schedule at school, or the university, which is considered less specific, therefore, its utilization becomes ineffective. P1 reported that "I felt that the allotted time was inappropriate because when the school lesson was over, I had just been sent to the field, and this was regretted by many teachers" (P1, 83 to 85). This issue also occurred because the schedule for the assignment and that of the campus also coincided. This is burdensome for the participants because the majorities are undergraduates. "As a result, I missed a few courses on campus, and for college, I had to work hard because I have a huge responsibility" (P11, 83 to 85). The division of the *kampus mengajar* program schedule was also an obstacle for some participants, as explained by P14.

There is a need for more detailed scheduling of the objectives to be achieved during the assignment, such as helping out with the teaching process, including administration and technological adaptation. Therefore, the intention of the Ministry of Education and Culture as the goal of the *kampus mengajar* program is carried out properly (P14, 83 to 86).

4. Discussion

The main findings of this research show that pre-service teachers benefit from the *kampus mengajar* program through sharing and receiving experiences to enhance their professionalism. They share by successfully ~~guiding students~~building motivational and varied learning opportunities, helping school administrators and colleagues to adapt to technology and other activities. Meanwhile, receiving experience was obtained because pre-service teachers are trusted by the school and ~~can get the best practices~~gaining real experience on various educational programs that have been theoretically studied on campus. This research ~~resolves various concerns about the professional development problem, especially with respect to the gap between theoretical and practical knowledge delivered in the classroom, as stated by [4] and [57]. Meanwhile,~~specifically highlighted the lack of relationship between the programs organized by the campus and the teacher's field experience. This research explicitly reduces the gap between professional development's theoretical and practical aspects.

The experience gained by pre-service teachers during their 3-month assignment is an important opportunity to improve the needed skills. This centers on professional learning at the workplace, where they understand the daily realities of school life. Professional experience provides opportunities for pre-service teachers to harmonize ideas and theories that were learned at the university [15]. They are expected to develop a teaching philosophy by transferring the acquired theoretical knowledge into an authentic learning context under real conditions. This process gained comprehensive and insightful constructive feedback from more experienced teachers perceived as mentors [17][6]. Therefore, pre-service teachers need more practical opportunities to boost their professionalism [17].

However, becoming a professional teacher requires balancing the time devoted to studying various theories learned at the university and learning in real-world contexts. There is a need for the meaningful integration of these 2 experiences to improve prospective teachers' learning and professional outcomes [16]. Interestingly, these sharing and receiving of experiences are also described by Brante [61] regarding the need for a link between scientific theory and professional practice. It was referred to as a "dialectic between know-why and know-how, based on a shared platform of science and profession"[61]. According to Brante, the meeting between practitioners and scientists is relevant for both parties because the model quality depends on being "developed, modified, and occasionally rejected by input from both parties, namely from a scientific or theoretical and professional or applied aspects." In this research, practitioners mentor these teachers when they are given assignments. The *kampus mengajar* program offered real and authentic experiences in guiding students, performing administrative tasks, helping their colleagues adapt to technology, and developing various academic tasks. Furthermore, they also gain trust, opportunities, and best practices from their mentors in studying the professsional world of learning. Scientists are played by field supervisors as well as the theories learnt on campus. All these processes are packaged in sharing and receiving experiences. It is assumed that the "picture of the subject matter is perceived as a shared perspective of basic causal mechanisms" [61].

The sharing and receiving of experiences led to the development of professional competencies. In this research, it was reported that by participating in the *kampus mengajar* program, these teachers developed soft and honed skills components. These results reinforce previous findings [62][7][63] stated that collaboration and partnerships between schools and universities tend to support pre-service teachers in terms of im-

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

15 of 19

proving their professionalism. During the placement process, their mentors play a vital role in guiding and boosting their growth [64]. In order for this process to be effective, these mentors are expected to possess good communication skills and clearly articulate each party's roles. Therefore, those selected were based on expertise and not just a matter of seniority [11].

Although the *kampus mengajar* program aids participants in developing their professional experience, it was admitted that it still left some managerial challenges, such as time management, program socialization, and coordination between organizers. Hasty time management causes pre-service teachers to find it difficult to reconcile their various activities at the school and on campus because it coincides. This is exacerbated by the socialization of the program, which is still not optimal. Pre-service teachers, mentors, principals, supervisors, and universities have different perceptions. Therefore, coordination between the ministry of education, culture, research, and technology (Kemendikbudristek) as the program's host, universities-supervisors, and schools needs to be improved. This condition also aligns with the various challenges encountered in previous field experiences. Hoffman et al. [65] stated that the lack of coordination between the mentors at schools and supervisors at universities contributed to the substantive support of pre-service teachers.

Generally, these findings indicate the urgency of a stronger theoretical framework on the linkage between the Ministry of Education, universities, and schools as a whole to be more proactive and responsible in producing prospective professional teachers. This is also in line with the post-practical method paradigm where teachers are no longer considered as consumers of theory [66], rather, they are perceived as constructors. The pattern is also relevant to recent studies that propose that professional development is a bottom-up process [31]. This implies that appropriate professional learning is realized through various "differentiated, and contextualized stages, related to practical, curious, collegial, and collaborative problems." Furthermore, it represents an active process that shapes and promotes the teachers' learning skills [67]. Dewey's experiential theory creates meaningful experiences while engaging in the teaching profession [68]. This allows pre-service teachers to translate the basics of theoretical courses into practical learning activities in the classroom [69]. Theories learned in universities from reading and analyzing texts, lectures, tutorials, and discussions are also encountered through teaching practice in authentic settings to minimize the gap between this hypothesis and practice [70]. Contextual involvement of pre-service teachers is important. Burns [71] stated that "teacher learning is not perceived as translating knowledge and theory into practice rather as an effort to embrace new ones by participating in certain social contexts, activities, and processes. This is sometimes called "practitioner knowledge," the primary source of practice and understanding for teachers.

In Indonesia, the time given for the field introduction program of previously existing pre-service teachers in internships/practice field is only 1 month. This program is considered unable to provide authentic experiences to students due to the short assignment time, monotonous task dimensions, and inadequate supervision from university supervisors at the school. Meanwhile, programs to increase teachers professionalism in the form of Professional Education and Training through certification programs are also considered ineffective [72]. One of the alternatives to introducing pre-service teachers to a more challenging real-life school, diverse peer collaboration experience, varied programs, and longer school assignments is by using the *kampus mengajar* technique.

This research successfully revealed how *kampus mengajar* program provides real experiences to pre-service teachers through sharing to enhance their professionalism. The experience gained by teachers is used to guide students, perform school administrative tasks, assist colleagues in schools in adapting to technology, develop various academic tasks, and provide a workplace conducive for learning. However, this research was unable to reveal how *kampus mengajar* program can improve the hard core of pre-service teachers teaching quality because the focus was on the "assignment" stage [45]. The last

stage determined the quality through four important activities, namely complete the 736
self-assessment, request and complete peer assessment, and confirm the completion pro- 737
cess [45]. 738

5. Conclusions 739

This research discovered that the *kampus mengajar* program is utilized by pre- 740
service teachers to share and receive experiences. With this reciprocal process, all parties 741
benefit from the process. Mentors and school teachers tend to upgrade their skills relat- 742
ing to managerial practice and classroom learning by sharing insights and theories. 743
Conversely, pre-service teachers improve themselves because they have the opportunity 744
to experience real school life and acquire real experience best practices, including learning 745
from their mentors. In accordance with this kind of cycle, there tends to be a "contextual 746
inter relationship between theory and practice" in the professionalism program. Based 747
on these findings, this model is expected to produce teachers who do not only master 748
educational theories, rather, those that skillfully apply what they have learned. In fact, it 749
also upgrades the experiences and skills of teachers who have been in school for a long 750
while. For the organizers, both the Ministry of Education, Culture, Research, and Tech- 751
nology as well as universities, sharing and receiving experiences is developed into a cur- 752
riculum modification model for pre-service teachers. This research has several limita- 753
tions, first only pre-service teachers, principals, and supervisors involved in the kampus 754
mengajar program were interviewed. The characteristics of the curriculum implemented 755
in the elementary schools are different from those implemented in the next level, which 756
led to the conclusion that this research tends not to be generalized. Furthermore, due to 757
technical limitations, data collection was realized using a single technique, namely inter- 758
views. These created an opportunity for future studies to explore this problem from var- 759
ious perspectives. Subsequently, there is a need to ascertain how this kampus mengajar 760
program is utilized by pre-service teachers to develop their professionalism by involving 761
various participants and more diverse data collection techniques. It is also important to 762
determine how kampus mengajar alumni adapt to the demands of the real working- 763
class world, such as the significant differences in the readiness of alumni and non- 764
alumni teachers. 765

References 775

[1] M. C. Chang, S. Al-Samarrai, S. Shaeffer, A. B. Ragatz, J. De Ree, and R. Stevenson, *Teacher reform in Indonesia: The role of* 776
politics and evidence in policy making. World Bank Publications, 2013. 777

[2] H. Tanang and B. Abu, "Teacher Professionalism and Professional Development Practices in South Sulawesi , Indonesia," 778
vol. 3, no. 2, pp. 25–42, 2014, doi: 10.5430/jct.v3n2p25. 779

[3] F. Jalal, *Teacher certification in Indonesia: A strategy for teacher quality improvement*. Departemen Pendidikan Nasional, 780
Republik Indonesia, 2009. 781

[4] M. M. H. Cheng, A. Y. N. Cheng, and S. Y. F. Tang, "Closing the gap between the theory and practice of teaching: 782

Implications for teacher education programmes in Hong Kong," *J. Educ. Teach.*, vol. 36, no. 1, pp. 91–104, 2010. 783

[5] C. Kwenda, S. Adendorff, and C. Mosito, "Student-teachers' understanding of the role of theory in their practice," *J. Educ.* 784
(University KwaZulu-Natal), no. 69, pp. 139–160, 2017. 785

[6] K. Zeichner, "Rethinking the connections between campus courses and field experiences in college-and university-based 786
teacher education," *J. Teach. Educ.*, vol. 61, no. 1–2, pp. 89–99, 2010. 787

[7] J. Kertesz and J. Downing, "Piloting teacher education practicum partnerships: Teaching alliances for professional practice 788
(TAPP-Tas)1," *Aust. J. Teach. Educ.*, vol. 41, no. 12, pp. 13–24, 2016, doi: 10.14221/ajte.2016v41n12.2. 789

[8] L. Darling-Hammond, "Assessing teacher education: The usefulness of multiple measures for assessing program outcomes," 790
J. Teach. Educ., vol. 57, no. 2, pp. 120–138, 2006, doi: 10.1177/0022487105283796. 791

[9] L. Darling-Hammond, "Teacher education and the American future. Charles W. Hunt lecture," 2009. 792

[10] D. B. Loo, R. Maidom, and N. Kitjaroonchai, "Non-native English speaking pre-service teachers in an EFL context: 793
Examining experiences through borderland discourse," *Asia-Pacific J. Teach. Educ.*, vol. 47, no. 4, pp. 414–431, 2019. 794

[11] U. Sulistiyo, "Improving English as a foreign language teacher education in Indonesia: The case of Jambi University," 795
Unpubl. Dr. thesis). RMIT, Melbourne. https//researchbank. rmit. edu. au/eserv/rmit, vol. 161521, 2015. 796

[12] R. Le Cornu, "Professional experience: Learning from the past to build the future," *Asia-Pacific J. Teach. Educ.*, vol. 44, no. 1, 797
pp. 80–101, 2016. 798

[13] L. Ingvarson, K. Reid, S. Buckley, E. Kleinhenz, G. N. Masters, and G. Rowley, "Best practice teacher education programs 799
and Australia's own programs," 2014. 800

[14] C. C. Gray, P. R. Wright, and R. Pascoe, "Raising the curtain: Investigating the practicum experiences of pre-service drama 801
teachers," *Aust. J. Teach. Educ.*, vol. 42, no. 1, pp. 36–53, 2017, doi: 10.14221/ajte.2017v42n1.3. 802

[15] S. Kennedy-clark, K. Eddles-hirsch, T. Francis, and G. Cummins, "Developing Pre-Service Teacher Professional Capabilities 803
through Action Research Developing Pre-Service Teacher Professional Capabilities through Action," vol. 43, no. 9, 2018. 804

[16] C. Deed, P. Cox, and V. Prain, "Enablers and constraints in achieving integration in a teacher preparation program," *Aust. J.* 805
Teach. Educ., vol. 36, no. 8, 2011, doi: 10.14221/ajte.2011v36n4.5. 806

[17] Z. S. Genç, "More Practice for Pre-Service Teachers and More Theory for In-service Teachers of English Language," *Procedia* 807
- Soc. Behav. Sci., vol. 232, no. April, pp. 677–683, 2016, doi: 10.1016/j.sbspro.2016.10.092. 808

[18] M. Qorib and R. Harfiani, "Independent campus policy in the new normal era," vol. 2, pp. 13–20, 2021. 809

[19] E. Suhartoyo *et al.*, "Pembelajaran Kontekstual Dalam Mewujudkan Merdeka Belajar," *J. Pembelajaran Pemberdaya. Masy.*, 810
vol. 1, no. 3, pp. 161–164, 2020. 811

[20] N. Siregar, R. Sahirah, and A. A. Harahap, "Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0," *Fitrah J. Islam.* 812
Educ., vol. 1, no. 1, pp. 141–157, 2020. 813

[21] S. Sherly, E. Dharma, and H. B. Sihombing, "Merdeka belajar: kajian literatur," in *UrbanGreen Conference Proceeding Library*, 814
2021, pp. 183–190. 815

[22] J. Eggleston, "Teacher professionalism and professionalization," *Chang. Gov. Educ.*, pp. 113–123, 2018. 816

[23] M. A. Bair, "Professionalism: A comparative case study of teachers, nurses, and social workers," *Educ. Stud.*, vol. 42, no. 5, 817
pp. 450–464, 2016. 818

[24] K. L. Creasy, "Defining Professionalism in Teacher Education Programs.," *Online Submiss.*, vol. 2, no. 2, pp. 23–25, 2015. 819

[25] D. Heck and A. Ambrosetti, "Reclaiming educator professionalism in and for uncertain times," in *Teacher education in and* 820
for uncertain times, Springer, 2018, pp. 1–13. 821

[26] B. Eickelmann and K. Drossel, *Lehrer* innenbildung und Digitalisierung-Konzepte und Entwicklungsperspektiven*. JSTOR, 2020. 822

[27] T. E. Mukuna, "Integration of ICT into teacher training and professional development in Kenya," *Makerere J. High. Educ.*, 823
vol. 5, no. 1, pp. 3–21, 2013. 824

[28]   J. Roberts, *Language teacher education*. Routledge, 2016.   825

[29]   C. Leung, "Second/additional language teacher professionalism: What is it," in *Symposium*, 2012, pp. 11–27.   826

[30]   L. Evans and M. S. Homer, "Academic journal editors' professionalism: perceptions of power, proficiency and personal   827
         agendas," 2014.   828

[31]   F. Dehghan, "Professional Development in Education Teachers ' perceptions of professionalism : a top- down or a bottom-   829
         up decision-making process ?," *Prof. Dev. Educ.*, vol. 00, no. 00, pp. 1–10, 2020, doi: 10.1080/19415257.2020.1725597.   830

[32]   A. Munandar, E. Maryani, D. Rohmat, and M. Ruhimat, "Establishing the profesionalism of geography teacher through   831
         authentic assessment field study," *Int. J. Instr.*, vol. 13, no. 2, pp. 797–818, 2020, doi: 10.29333/iji.2020.13254a.   832

[33]   O. Nessipbayeva, "The competencies of the modern teacher," *Bulg. Comp. Educ. Soc.*, pp. 148–154, 2019.   833

[34]   A. Lessing and M. De Witt, "The value of continuous professional development: teachers' perceptions," *South African J.*   834
         Educ., vol. 27, no. 1, pp. 53–67, 2007.   835

[35]   S. Zein, "Factors affecting the professional development of elementary English teachers," *Prof. Dev. Educ.*, vol. 42, no. 3, pp.   836
         423–440, 2016.   837

[36]   H. Abbas, "Misteri Pelaksanaan Sertifikasi Guru," *Opini Kompas, Wednesday*, vol. 12, 2013.   838

[37]   B. Avalos, "Teacher professional development in teaching and teacher education over ten years," *Teach. Teach. Educ.*, vol. 27,   839
         no. 1, pp. 10–20, 2011.   840

[38]   C. Walter and J. Briggs, "What professional development makes the most difference to teachers," *A Rep. Spons. by Oxford*   841
         Univ. Press. Retrieved July, vol. 20, p. 2015, 2012.   842

[39]   P. Grossman and M. McDonald, "Back to the future: Directions for research in teaching and teacher education," 2008.   843

[40]   J. V Hoffman *et al.*, "What can we learn from studying the coaching interactions between cooperating teachers and   844
         preservice teachers? A literature review," *Teach. Teach. Educ.*, vol. 52, pp. 99–112, 2015.   845

[41]   Ø. F. Standal, K. M. Moen, and V. F. Moe, "Theory and practice in the context of practicum: The perspectives of Norwegian   846
         physical education student teachers," *Eur. Phys. Educ. Rev.*, vol. 20, no. 2, pp. 165–178, 2014.   847

[42]   F. Crasborn and P. Hennissen, "The skilled mentor. Mentor teachers' use and acquisition of supervisory skills," *Eindhoven*   848
         Tech. Univ. Eindhoven, 2010.   849

[43]   J. Loughran, *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. Routledge, 2013.   850

[44]   A. Widiyono and K. Irfana, Saidatul., Firdausia, "Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di   851
         Sekolah Dasar," *Metod. Didakt. J. Pendidik. Ke-SD-an*, vol. 16, no. 2, pp. 102–107, 2021, doi: 10.17509/md.v16i2.30125.   852

[45]   S. B. Iriawan and A. Saefudin, "Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021," *Kementrian*   853
         Pendidik. dan Kebud. 2021, p. 37, 2021.   854

[46]   I. Wahyuni and A. Anshori, "Student response of Medan State University to independent campus discussion," no.   855
         September, pp. 110–116, 2021, doi: 10.12928/commicast.v2i2.3352.   856

[47]   T. Budiharso and B. Tarman, "Improving quality education through better working conditions of academic institutes," *J.*   857
         Ethn. Cult. Stud., vol. 7, no. 1, pp. 99–115, 2020.   858

[48]   F. Yusuf, "The Independent Campus Program for Higher Education in Indonesia: The Role of Government Support and the   859
         Readiness of Institutions, Lecturers, and Students," *J. Soc. Stud. Educ. Res.*, vol. 12, no. 2, pp. 280–304, 2021.   860

[49]   R. N. Anwar, "Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar,"   861
         J. Pendidik. dan Kewirausahaan, vol. 9, no. 1, pp. 210–220, 2021.   862

[50]   O. A. Ige, "Using action learning, concept-mapping, and value clarification to improve students' attainment in ict concepts   863
         in social studies: The case of rural learning ecologies," *J. Soc. Stud. Educ. Res.*, vol. 10, no. 1, pp. 301–322, 2019.   864

[51]   A. R. Strunc, "Are They Listening? Policymakers and Their Role in Public Education," *Res. Educ. Policy Manag.*, vol. 2, no. 1,   865
         pp. i–iii, 2020.   866

[52]   B. Tarman and O. Chigisheva, "Editorial for special issue: Transformation of educational policy, theory and practice in post-soviet social studies education," *J. Soc. Stud. Educ. Res.*, vol. 8, no. 2, 2017.

[53]   C. Yohana, R. F. Rachma Dania, and D. Prihandono, "Study of the influence of education and literation of entrepreneurship in vocational high schools: Indonesian case," *Acad. J. Interdiscip. Stud.*, vol. 10, no. 1, pp. 34–50, 2021, doi: 10.36941/ajis-2021-0004.

[54]   J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative*, 4th ed. Boston-USA: Pearson Education Inc, 2012.

[55]   I. Holloway and K. Galvin, *Qualitative research in nursing and healthcare*. John Wiley & Sons, 2016.

[56]   J. W. Creswell and C. N. Poth, *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications, 2016.

[57]   L. Schwartz, W. Beamish, and L. McKay, "Understanding social-emotional reciprocity in autism: Viewpoints shared by teachers," *Aust. J. Teach. Educ.*, vol. 46, no. 1, pp. 24–38, 2021.

[58]   H. Morgan, "Understanding thematic analysis and the debates involving its use," *Qual. Rep.*, vol. 27, no. 10, pp. 2079–2091, 2022, [Online]. Available: https://doi.org/10.46743/2160-3715/2022.5912%0Ahttps://nsuworks.nova.edu/tqr/vol27/iss10/2/.

[59]   V. Braun, V. Clarke, V. Braun, and V. Clarke, "Applied Qualitative Research in Psychology," *Appl. Qual. Res. Psychol.*, vol. 0887, no. 2006, 2017, doi: 10.1057/978-1-137-35913-1.

[60]   K. Robson, C., & McCartan, *Real world research (4th ed.).* Chichester, UK: Wiley., 2016.

[61]   T. Brante, "Professions as science-based occupations," *Prof. Prof.*, vol. 1, no. 1, pp. 4–20, 2011.

[62]   J. D. Kenny *et al.*, "Science Teacher Education Partnerships with Schools (STEPS): partnerships in science teacher education." *Aust. J. Teach. Educ.*, vol. 39, no. 12, pp. 43–65, 2014.

[63]   C. Sim, "Sustaining productive collaboration between faculties and schools," *Aust. J. Teach. Educ.*, vol. 35, no. 5, pp. 18–28, 2010, doi: 10.14221/ajte.2010v35n5.2.

[64]   J. de Dios Martínez Agudo, "What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers," *Aust. J. Teach. Educ.*, vol. 41, no. 5, pp. 36–51, 2016, doi: 10.14221/ajte.2016v41n5.3.

[65]   J. V Hoffman *et al.*, "What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers ? A literature review," *Teach. Teach. Educ.*, vol. 52, pp. 99–112, 2015, doi: 10.1016/j.tate.2015.09.004.

[66]   B. Kumaravadivelu, *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge, 2012.

[67]   N. Mockler, "Teacher professional learning under audit: reconfiguring practice in an age of standards," *Prof. Dev. Educ.*, no. January, 2020, doi: 10.1080/19415257.2020.1720779.

[68]   M. Schmidt, "Learning from teaching experience: Dewey's theory and preservice teachers' learning," *J. Res. Music Educ.*, vol. 58, no. 2, pp. 131–146, 2010, doi: 10.1177/0022429410368723.

[69]   T. Yeigh and D. Lynch, "Reforming initial teacher education: A call for innovation," *Aust. J. Teach. Educ.*, vol. 42, no. 12, pp. 112–127, 2017, doi: 10.14221/ajte.2017v42n12.7.

[70]   H. Mudra, "Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia," *Qual. Rep.*, vol. 23, no. 2, pp. 319–344, 2018, doi: 10.46743/2160-3715/2018.3115.

[71]   A. Burns, *The Cambridge guide to second language teacher education*. Ernst Klett Sprachen, 2009.

[72]   M. Fahmi, A. Maulana, and A. A. Yusuf, "Teacher certification in Indonesia: A confusion of means and ends," *Cent. Econ. Dev. Stud. Padjadjaran Univ.*, vol. 3, no. 1, pp. 1–18, 2011.

Article 1

Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The *Kampus Mengajar* Program

2

3

4

5

Abstract: The low quality of teachers in Indonesia indicates that its current professional development programs are yet to obtain the ideal form. Therefore, this research aims to determine how the *kampus mengajar* (teaching campus) program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. ~~Semi-structured interviews~~ Open interview questions were used to collect data from 11 pre-service teachers, 2 supervisors, and 2 principals involved in the *kampus mengajar* program with 3 months of professional experience placements in elementary schools spread across various parts of Indonesia. The data collected were analyzed using the thematic data analysis technique. The results showed that although the *kampus mengajar* program experiences various challenges, it can be used by pre-service teachers to enhance their professionalism through sharing and receiving experiences. The *kampus mengajar* program offered real and authentic experiences for pre-service teachers in guiding students, performing various administrative tasks, and learning in the workplace, hence, they have a better understanding of school life realities.

6

7

8

9

10

11

12

13

14

15

16

17

18

Keywords: ~~Kampus mengajar program~~ Pre-service teachers; professional experience; qualitative studies, sharing and receiving experience

19

20

1. Introduction

21

The low quality of in-service and pre-service teachers in Indonesia shows that its various professional development programs are yet to obtain an ideal form. The World Bank reports that this profession was awarded low test scores on aspects of subject matter, including knowledge, pedagogic skills, and general intelligence [1]. ~~They are also unable to effectively control the students who have low motivation, dedication, and thinking independence, including immature emotions [2]. Ketrampilan mengajar guru tidak efektif dan kurang dihargai oleh siswa.~~ Furthermore, motivation and dedication to teaching are low with immature emotions and inadequate thinking [2]. Teachers in Indonesia are considered to have failed in carrying out their role in maintaining and improving students' learning abilities. As a result, student learning outcomes in Indonesia lags behind neighboring countries. According to the Ministry of Education statistics this inability is due to the teachers relatively low level of academic qualifications [3]. In Indonesia, various professional development programs and other forms of training have been carried out, although these have been considered ineffective in improving teacher professionalism [4].

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

One of the main problems related to teacher professionalism is the gap between instilling theoretical and practical knowledge in the classroom [5][6]. There is a disassociation between program components organized by universities and the actual needs of elementary schools [7]. The gap between theoretical and practical knowledge also occurs because pre-service teachers are shaped by their personal experiences and opinions about this profession. According to Kertesz and Downing [8], this tends to cause dissonance between universities and elementary schools. The lack of reciprocity results in discord between pre-service teachers' preparation with school expectations and requirements [9]. Meanwhile, Darling-Hammond [10] highlights the disparity between the programs organized by campuses regarding field experiences. Although these are in-

37

38

39

40

41

42

43

44

45

46

corporated into the curriculum, the time spent by both pre-service teachers and their supervisors is often not properly planned. Besides, they are often left to work independently without guidance or supervision from the university [10].

Empirical evidence shows that field experience is an alternative in producing professionals [11][12][13]. It is an important opportunity for pre-service teachers to improve their skills [14]. This provides the best opportunity to learn and gain personal teaching efficacy after graduation [15]. For pre-service teachers, centers were provided for professional learning in the workplace to understand the daily realities of school life. Professional experience creates opportunities to harmonize ideas and theories learned at the university. Field experience is a meaningful and practical teaching skill that is considered a basic need for pre-service teachers [16]. Deed et al. [17] stated that professionalism requires balancing the time devoted to theoretical learning at the university and the workplace. It was further clarified that there needs to be a meaningful integration of the 2 experiences to enhance professional outcomes. Pre-service teachers are expected to develop a teaching philosophy involving the transfer of theoretical knowledge acquired at the university into an authentic learning context under real conditions. Teachers gain comprehensive and insightful constructive feedback from more experienced tutors who act as mentors [18][7]. Therefore, pre-service teachers need more practical opportunities on their way to becoming professionals [18].

The *Kampus Mengajar* Program isasa subsidiary of the *Merdeka Belajar-Kampus Merdeka (MBKM)* or Freedom to Learn-Independent Campus policy. The MBKM is one of the breakthroughs initiated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in providing field experience for pre-service teachers. This policy offers some form of autonomy to these institutions and freedom for students to select the desired program. It provides them with a broader learning experience and space to deepen their knowledge for 3 semesters, namely 2 (equivalent to 40 credits, 1 credit equivalent to learning activities carried out by students for 50 minutes plus structured independent assignments relevant to achievement indicators specified in the curriculum) off campus and 1 (equivalent to 20 credits) in other study programs. This includes internships, practical work, teaching assistantships, entrepreneurship, student exchanges, and research [19]. Moreover, this program is expected to improve the graduates soft and hard skills competence to ensure that they are prepared for the dynamic needs and as future leaders of the nation who are superior, moral, and ethical. An excellent leader is a someone with adequate skill and experience needed to solve various challenges in the future [20]. This policy grants students the freedom to think either individually or in groups, thereby producing superior, critical, creative, collaborative, and innovative graduates in the future. The MBKM is expected to trigger their involvement to learn [21]. Besides, it aids college students in exploring their greatest potentials, including teachers, to independently improve the quality of learning [22]. For pre-service teachers, this program is expected to reduce the gap between the theoretical aspect learned on campus and the real needs of the school. It is assumed that there is a missing link between the courses offered by these universities and the actual needs of these users, therefore, graduates of the Teacher Training and Education Faculty are considered to be incompetent. Based on the research background, the problem is how the *kampus mengajar* program aids pre-service teachers to develop their professionalism, and its potential to bridge the gap between theory and practice are interesting aspects to be studied.

2. Literature Review

2.1. *The meaning of professionalism and teacher professional development policies in Indonesia*

The concept of "professionalism" is used to represent individual competencies and expertise as well as the quality of the work discharged [23]. It is based on 3 essences: using a specific scientific building, rendering services to others in the community, and pos-

sessing a self-regulated code of ethics to maintain high morale, quality, and ethical standards [24][25][26]. Professionalism has been defined in different ways, from training to personnel development to more efficient and effective professional courses [27][28][29].

Leung [30] categorized it into 2, independent and managerial. The first level or definition of this term, which is also called transformative professionalism [31], refers to how teachers view their practices, knowledge, beliefs, and skills as well as critical reflection on past teaching experiences as learners, their abilities, and future directives. The second definition is managerial professionalism which refers to what teachers expect as determined by official authorities such as the ministry of education. In other words, the first level of professional development is a bottom-up, personal, and self-initiative process, while the latter is top-down, institutional, and other people-oriented [32].

These opinions showed that professionalism contains aspects of a person's expertise, skills, and abilities in specific jobs. It refers to the commitment in improving professional skills and developing strategies for carrying out work [33]. In Indonesia, the professionalism of teachers is explained in Law No. 14 of 2005 concerning teachers and lecturers, which defines it as a job that requires specific skills and a decent source of livelihood. According to the law, teachers must have four competencies for professional work, namely pedagogic, professional, social and personality. The teachers' competence is a combination of knowledge and skills to perform effective learning and keep up with times [34].

Several preliminary studies have identified the teacher professional development principles as being effective and successful. According to Lessing and De Witt [35], the 3 aspects include workshops, personal values and programs, and teaching approaches. Teacher professional development programs also need to enable them work with other colleagues to create organizations that support learning. They need to be given the opportunity to become practitioners, share knowledge and commitment, work with community members to implement coherent curricula and supportive systems for the students, as well as collaborate with them in ways that advance their understanding and skills. Teachers' professional development aims to improve their knowledge and skills through orientation, training, and support that enhance the quality of the teaching and learning process. It also focuses on core competencies such as improving their abilities, understanding the students, managing teaching skills and practice, knowledge of other disciplines, and appreciating this profession [35][2]. Preliminary research stated that professional development activities positively impact the teachers' beliefs and practices as well as students' performances in learning and educational reform in general [2]. These programs include relevant activities such as improved qualifications, updating tutors' knowledge and understanding of the subjects taught, practicing teaching students from different backgrounds, developing practical competencies and skills, learning new teaching methodologies, adopting learning innovations and technologies, improving ethical professionalism, as well as acquiring knowledge and skills to anticipate societal changes.

In Indonesia, professional development programs are carried out for both in-service and pre-service teachers. Several of them have been implemented for in-service teachers, such as PLPG (Professional Education and Training for Teachers) PPG (Teacher Certification Program), and SM-3T (Education by Bachelors at Frontier, Outermost, and Underdeveloped areas) in remote areas. Furthermore, they need to participate in various independent programs to develop their professionalism, such as subject-teacher consultations (MGMP). The Education Personnel Education Institution (LPTK) is the main initiative for pre-service English teachers in Indonesia, including those employed in state and private universities whose main role is to provide education and pedagogical training for those interested in teaching at both junior and senior high schools [36]. However, through professional teacher education, the government is trying to improve the academic system by increasing their qualifications and skills.

Some research stated that the impact of teacher certification only improves their standard of living. Abbas [37] stated that the teacher certification program slightly contributed to improving the quality of national education. Teachers in Indonesia did not significantly improve their quality and performed poorly even after completing the certification program and receiving a salary increase. Helping them update their knowledge and skills in dealing with certain changes and managing human resources is needed. Additionally, professional development aids in achieving better performance in the aforementioned matter [2]. The essence of professional development is centered on teacher learning and transforming their knowledge into practice for the benefit of the students [38]. Walter and Briggs [39] reported that it is effective due to (a) the inclusion of concrete and classroom-based skills from outside the school, (b) teacher involvement in the selected fields to develop and carry out certain activities, (c) collaboration programs with peers, (d) providing opportunities for mentoring and coaching, (e) continuous efforts regularly, and (f) support for effective school leadership.

2.2. Professional Development for Pre-service Teachers

One of the effective programs provides field experience for pre-service teachers. This helps individuals become tutors by learning the needful about teaching with the support of a good mentor [40]. University-based pre-service teacher education is in a state of transition from a training model that emphasizes skill acquisition and competency mastery to a practice-based type centered on participation, involvement, and reflection [40]. ~~This practice based shift brings to the fore the important role of cooperation in teacher preparation as primary mediators of field experience in pre-service teacher education~~This transition places importance on professional experience for pre-service teachers through practical field tasks in schools. The success of this transition requires collaboration between pre-service teachers education providers in tertiary universities and schools [41].

Professional experience is relevant, and pre-service teachers typically describe it as the most important aspect of their program [42], partly because they value the opportunity to be mentored by experienced tutors during their teaching practice [43]. There is little doubt that effective mentoring is essential for the practical development of pre-service teachers in the workplace [44].

2.3. Kampus Mengajar Program in Developing Pre-Service Teacher Professionalism

The *kampus mengajar* program as a subsidiary of the Merdeka Belajar-Kampus Merdeka (MBKM) or Freedom to Learn-Independent Campus policy is one of the breakthroughs of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in terms of providing field experience for pre-service teachers. This autonomous academic institution and complicated bureaucracy allow students to freely select the desired program. Furthermore, through this program, lecturers are given the freedom to develop their creativity and innovation in experience-based teaching, transform the curriculum according to regulations, and promote students to master various fields of knowledge useful for entering the world of work, without being limited by rigid and narrow administrative regulations. It is expected to improve the graduates' competence, both soft and hard skills, to be relevant to the changing needs and produce future superior and morally ethical leaders [20]. This policy aids students to freely engage in critical thinking, thereby becoming creative, collaborative, and innovative. The *kampus mengajar program* is expected to increase students' involvement in learning [21][45]. In accordance with this program, college students explore their greatest potentials, including teachers, to innovatively and independently improve the learning quality [22]. For pre-service teachers, it is expected to reduce the gap between the theories learnt on campus and the real needs of the field. Moreover, it is assumed that there is a missing link between the

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

5 of 20

courses taught at these universities and the users' needs, thereby producing incompetent graduates of the Teacher Training and Education Faculty.

According to the main pocket book of *kampus mengajar* guidelines [46], its flow is divided into three, namely the pre-assignment, assignment, and final assignments. The pre-assignment flow which comprises of a) debriefing and b) coordination are activities carried out by students before partner schools. Partner Schools are those designated by the Ministry of Education and Culture to assign participants to teach campus programs. Meanwhile, the assignment flow is divided into activities at the beginning, during, and at the end of the assignment. The beginning includes orientation, adaptation, observation, preparation, and consultation. At the orientation stage, students and the school introduce themselves, the group, and the person in charge. They also listen to the explanation from the school regarding its vision, mission, academic culture, school environment, as well as problems and challenges faced by the school. At the adaptation stage, students need to show an adaptive personality to be accepted by the school by being friendly, putting up feelings of appreciation, giving a sincere smile, paying attention to appearance and being willing to open themselves to learn and teach others. At the observation stage, students, with assistance from the school, conduct a series of direct observation activities by identifying the school environment, administration, organization, and the learning process. The preparation stage is associated with the design of plans during *kampus mengajar* activities based on the results of observations. Finally, the consultation stage enables students to ask for approval of the design plan activity with accompanying teachers and field supervisors.

The assignment stage is divided into two major activities, namely teaching and non-teaching. Teaching activities carried out by students include the following steps: a) Identify teaching materials according to student abilities and school needs. b) Design the teaching planning that will be implemented. c) Discuss the plans made with colleagues and the school. d) Reflect on learning activities conducted with colleagues and the school. e) Make daily and weekly reports by filling out a daily logbook in the MBKM (Independent Learning-Independent Campus) application. Non-teaching activities are carried out by students in the following steps: a) Identify personal abilities and school needs. b) Design the non-teaching activities that need to be implemented. c) Discuss the plans that have been made with colleagues and the school. d) Reflect on non-teaching activities that have been carried out with colleagues and the school. and e) Make daily and weekly reports by filling out a logbook in the MBKM application. The non-teaching activities that can be carried out by students include: a) Help the school to carry out administration of basic education related data b) Carry out extracurricular coaching activities. c) Implement guidance and counselling services with teachers. d) Implement the services for children with special needs, and e) Assist the teacher in carrying out administrative tasks [46]. The third stage enables the participants to carry out five activities, namely a) Complete a self-assessment, b) Request a peer assessment, c) Complete a peer assessment, d) Confirm filling in the assessment results carried out by the supervising teacher, and e) Compile the final activity report and upload it to the MBKM system according to the schedule [46].

2.4. Weaknesses in the literature and the novelty of this research

Some research has been carried out on the *kampus mengajar* program. Based on the acquired results, there are at least 3 trends related to this matter, such as response to policies, the organizers' readiness, as well as its impact on students' skills. The research on the first trend was carried out by Wahyuni and Anshori [47], who examined the implementation of the *merdeka belajar* policy at Medan State University. It was reported that the students are aware of the importance of learning discourse on independent campuses, although some do not agree with the program. This research stated that low student literacy and lack of stakeholders' involvement were due to low student literacy. Students also believed that this program made it more challenging to graduate as planned. Other

studies stated that most universities, especially those in remote areas, have not been in a hurry to adopt the program, and the unique situation of each presents certain obstacles during its implementation, such as students who lack understanding of the policy [48].

The second trend was carried out by Yusuf [49], who analyzed the relationship between the *kampus mengajar* program and university stakeholders' readiness. By adopting quantitative methods, the readiness of lecturers, students, and government support turned out to have a positive impact on the enacted policy. Anwar [50] described the implementation of *kampus mengajar* program at Muhammadiyah Elementary School 1 Padas. It was reported that in 2021 first, teaching activities ~~first~~ consist of face-to-face and online learning, including home visits. Second, technological adaptation assists teachers in adopting teaching media and materials in accordance with the curriculum. Third, the administration carried out by the students was to aid in the preparation of learning tools as administrative completeness. ~~The implementation of the *kampus mengajar* program offers the necessary experience and empowerment as well as had a positive impact during the COVID-19 pandemic.~~ The implementation of the *kampus mengajar* program, had a positive impact during the COVID-19 pandemic. Preliminary research stated that the *kampus mengajar* program triggers the students' readiness because it focuses on active learning, concept mapping, and value clarification based on information and communication technology [51]. This educational policy transformation is also in line with the academic theory and practice during the transition, stabilization, and growth potential periods [52][53]. Meanwhile, research on the third trend was carried out by Widiyono et al. [45], and it was reported that the implementation of the *Kampus Mengajar* program has a positive impact on students, such as triggering their interest in learning, as well as integrated literacy and numeracy skills. They also enjoy certain benefits, including being able to provide direct teaching experience in order to develop interpersonal and leadership skills. Yohana et al. [54] examined the factors that influence the entrepreneurship program in the Kampus Merdeka policy by using 5 universities as the research objects. It was reported that the campus policy factors, apprenticeship programs, and exploration of local potentials positively affect competency development, implementation, and entrepreneurial learning.

A review of the previous studies shows that there is little or no interest in analyzing the professional experiences gained through *kampus mengajar* program. This is because it had only been running for 1 year. Therefore, this research has the potential to develop an alternative model to develop the professionalism of pre-service teachers. Based on the theoretical framework, this research aims to explore: 1) what experiences are obtained by pre-service teachers during the *kampus mengajar* program to improve their professional experience, and 2) how the program can be utilized.

2.5. Author's Role

The five authors are lecturers in the faculty of teaching and education/Islamic education who are concerned with various issues of education, training, and development of pre-service teachers. The first and second authors initiated this research idea, while the third acted as the field supervisor of the *kampus mengajar* program. However, the three of them were not involved in guiding the students who were the participants in this research. The fourth and fifth authors are senior lecturers who are often involved in various teacher training and professional development programs without experience in *kampus mengajar* programs. The first, second, and third authors were involved in planning, collecting, analyzing data, and compiling this research. Meanwhile, the fourth and fifth authors played a significant role in reviewing, providing critical notes, and revising. All were actively involved in the research process and data analysis. The research motivation is based on the shift in the Indonesian Ministry of Education policy in providing a professional experience for pre-service teachers. The results are expected to provide an overview of the *kampus mengajar* program's potential in giving real experiences for pre-service teachers, thereby providing a better understanding of the life school's reality.

3. Materials and Methods

3.1. Research Type

The qualitative method was used to obtain detailed information about the complex phenomena of campus teaching programs and identify themes and theoretical structures that describe the process [57]. This method allows for proper understanding of human behavior better, with focus on naturally occurring phenomena and their complexity. It also allows for individuals to have in-depth understanding of these phenomena [58]. Informed consent was given by the participants who were reminded that: 1) their involvement was voluntary, 2) all data collected are de-identified when used to draft publications, and 3) they are not required to answer unwanted questions. Moreover, all their names were written using the code P1-P15 to ensure the confidentiality of their identities.

3.2. Participants

~~The participants consisted of 11 pre-service teachers, 2 principals, and 2 supervisors, who were involved in~~ *~~kampus mengajar~~* ~~program for 3 months.~~The research participants selected purposively from students who are members of the WA group a campus teaching program at a university in Yogyakarta. Out of a total of 55 students, 13 voluntarily became participants, while 2 eventually withdrew. In the second stage, the 11 students were placed in five different schools with field supervisors. In the third step, of the five field supervisors and five school principals where the students were deployed, only two each stated their voluntary wiliness to become participants. The rest were not interested due to tight schedules, which could prevent them from granting interviews according to a predetermined deadline. Smith et al. (2009) stated that a small sample size is acceptable because qualitative is an ideographic approach related to understanding certain phenomena. They were determined by the purposive sampling techniques and fulfilled the following criteria: 1) involved in the *kampus mengajar* program, 2) were science students (pre-service teachers), 3) placement in elementary schools, 4) volunteered to participate in the research until it was completed. ~~Meanwhile, 2 lecturers were assigned by the universities to supervise the pre-service teachers, and the principal heads the school where the students teach.~~Overall, the participants consisted of 13 women and 2 men. The participants from the pre-service teachers, field supervisors and school principals are in categories of P1-P11, P12-13, and P14-15.

3.3. Research Procedure

Before data collection, a letter of permission was requested from the university's vice-chancellor, where the students participated in the *kampus mengajar* program. Interviews with open-ended questions were carried out to obtain information from participants for proper conveyance of experiences without being limited by the perspective of previous findings. Open-ended answers to questions allow participants to create options for responding. This did not only provide an opportunity for participants to share their experiences rather to gain more insight [60].

Interviews were carried out based on certain guidelines, and it was performed once or twice with different participants. The first one was held by sending a list of questions through email to the participants, and they were given a maximum of 2 weeks to complete the forms. Based on the allocated time, 13 of them responded on time, while the remaining 2 responded in the next 2 days after receiving confirmation. The answers obtained through email were re-transcripted, and the participants' answers were read in their entirety to get an overall idea. From this stage, answers which needed deepening were identified through virtual or zoom meetings. A total of 7 identified participants stated their ability to hold a second interview, consisting five pre-service teachers and two field supervisors. Each selected the time according to their desires, with the dura-

tion lasting for a minimum and maximum of 22 minutes and 56 minutes, respectively. 359
Interestingly, each was recorded and transcribed verbatim afterward, besides member 360
checking of transcripts was used to increase data reliability. 361

3.4. Data analysis technique 362

The thematic analysis technique for developing themes in the form of patterns was 363
used to analyze the data collected [61] [62]. This process was conducted in two stages, 364
the first opens the code of raw interview data [63] to identify instances when partici- 365
pants described the use of *kampus mengajar* program to enhance teachers professional 366
experience. The second is the analytic coding stage, which is conducted by connecting 367
and solving various similar codes to obtain conclusions from the first stage (Robson & 368
McCartan, 2016). The data analysis process is manually organized, without the help of 369
software. In developing the themes, the authors provided support using descriptive, lin- 370
guistic, and conceptual comments. According to Yin (2011), field notes or memos are 371
used to support all data analysis activities, which guides data reduction (extracting the 372
essence), presentation (organizing meaning), and drawing conclusions (explaining find- 373
ings) (Suter, 2012). Four important themes were found through this process, namely 1) 374
sharing experiences supported by four sub-themes, such as building motivational and 375
varied learning opportunities, 2) receiving experiences supported by three sub-themes, 376
3) developing professional abilities supported by 3 sub-themes, and 4) challenging pro- 377
gram supported by three sub-themes. 378

4. Results 379

This research aims to explore the pre-service teachers' experiences gained from the 380
kampus mengajar program to enhance their professionalism. Data analysis produces 4 381
themes, such as sharing and receiving experiences, professional development ability, 382
and program challenges. The data analysis results are shown in Table 1. 383

Table 1. Data analysis results 384

Theme	Sub-theme	Number of Partici-pants
Sharing experi-ence	Build motivational and various learning opportunities	15
	Helping school administration	10
	Helping teachers adapt to technology	12
	Developing school programs	10
Receiving experi-ence	Being trusted	12
	Getting the opportunity	11
	Obtaining real experiences	7
Professional skills develop	Enhance soft skills	12
	Trained skills	10
Program challeng-es	Time management	12
	Program socialization	12
	Coordination	15

385

4.1. Sharing experience 386

This theme implies that while participating in the *kampus mengajar* program, pre- 387
service teachers had the opportunity to share their experiences, skills, and knowledge 388
with the schools where they taught. It was supported by 100% of participants, and it is 389
divided into several sub-themes, including successfully guiding the students, helping 390

the school administration and teachers adapt to technology, and developing school programs.

1. Build motivational and various learning opportunities

Pre-service teachers' experience in successfully build motivational and various learning opportunities is an interesting one, particularly during the *kampus mengajar* program. This is manifested in the form of fun learning in class, to motivate the students and ensure they do not get bored easily, as well as accompanied by home visits. All participants (n=15) reported this event during the data collection process, as shown in the following comments.

I taught citizenship education, namely how to practice Pancasila daily. They happily participated in learning (p2, 10 to 13).

Similar comments were also conveyed by many other participants "I have succeeded in assisting students through the home visit program" (P4, 3 to 5). "I developed the subject matter from thematic books to be more creative and ensure the students are not easily bored and absorb the lessons more quickly" (p2, 88 to90). The pre-service teachers' abilities to accompany these learners are evidence of their successful experiences enhancing their professionalism.

The valuable experience I gained during the *kampus mengajar* program was being able to provide varied learning where previously students studied with the teacher only with the lecture method, but now I use the learning method by inviting students to play roles directly (P2, 3-8).

For P2 adopted role-play learning, and it made the students happy because teachers at school rarely applied this method.

2. Helping school administration

The experience gained from helping school administration included setting exam questions, report cards, and supervising these activities. P5 stated that during the *kampus mengajar* program, they often engaged in helping school administration. "P5 personally executed this activity because the existing teachers were not used to the use of technology, such as laptops". Based on the fact that none of them were capable, P5 was forced to share the experiences gained and this made P5 to completely understand the duties. "P5 realized that the teacher's job was not only teaching" (P5).

Similarly, P1 reported, as follows:

My most valuable experience was when my colleagues and I helped the teacher council prepare for school exams, starting with typing the questions, making report cards, and participating in the supervisory activities (P1, 3 to 6).

Other participants also shared their experiences:

Some also helped the administration by stamping books stored in the warehouse because the school does not yet have a library and assisting the teachers' needs (p2, 17 to 20).

3. Helping teachers adapt to school technology

During online learning implemented due to the COVID-19 pandemic, technological adaptation was a major problem faced by virtually all teachers. The sudden demand caused the majority not to have enough time to upgrade their ability to use technological devices in learning, as stated by one of the participants below:

My friends and I held a workshop to introduce a "Canva" design application to facilitate teachers to create learning media, certificates, banners for school activities, or concept maps. Besides that, my friends and I also held a workshop on Google Workspace consisting of Google Classroom, Google Meetings, Google Forms, and

Google Drive. This was based on the fact that initially, only a few of them were able to use Google Workspace to support distance learning (P4, 16 to 24).

The story of P4 shows that majority of the teachers are not yet proficient in using technology to assist online learning. ~~This is, therefore, a blessing for pre-service teachers because they have the opportunity to share their experiences about the use of various platforms in online learning.~~This condition provides an opportunity for pre-service teachers to share the strategies needed to access various platforms in online learning. "The program organized by P4 starts with adapting to zoom meetings, google meet, Microsoft Excel, and how to scan using a cellphone" (p1, 15 to 17). A similar story was also reported by P3, as follows:

I discovered that the teachers used manual (handwritten) report cards, which was quite different from the surrounding schools that had switched to the automatic type with the help of Microsoft Excel and similar applications or programs. This prompted me to design automatic report cards using Microsoft Excel to help the school adapt to technology. They received positive responses from the teachers, students, and parents (P3, 7 to 12).

4. Developing school programs

Pre-service teachers also shared certain experiences in developing school programs, such as making webinars, holding national day commemoration competitions, engaging in-home visits, and forming study groups. One of the participants stated that they engaged in-home visit programs because it was discovered that some students did not have the motivation to learn while studying from home.

Home visit programs are for students who have no motivation to learn. They are guided and assisted until they become active in learning (P4, 9 to 12).

Additionally, the formation of study groups is also needed during the pandemic because it aids students who have learning difficulties. "I create study groups for lower grade students and guide them in their reading guidance" (P5, 18 to 20). Another participant explained as follows:

Another valuable experience was when my friends and I made a national webinar with the theme "Improving Teacher Competence through Fun Learning and Dancing in the New Normal Era." My friends and I were very happy because there were many enthusiasts from school teachers who wanted to take participate, and in a short time, it was completed without any obstacles (P1, 7 to 11).

4.2. Receiving experience

The theme receiving experience simply means that during the *kampus mengajar* program, the participants acquired knowledge, and skills from the school, especially learning directly from their teachers. Likewise, in sharing experience, 100% of participants also reported receiving experience while attending the *kampus mengajar* program. The sub-themes are being trusted, getting the appropriate opportunity, and gain real experience.

1. Being trusted

Most of the participants (n=12) enthusiastically shared how they were trusted by the school to carry out various activities, either in the form of hosting an event, contributing ideas for its development, or the provision of teaching materials. P1 was entrusted with hosting the graduation ceremony. "P1 felt more confident because she properly executed the task" (P1, 43 to 45). In line with the P1's story stated that:

The classroom teacher trusted them to provide teaching materials in ICT learning and help assess the students during practice. This experience gave me a clearer picture of tomorrow when I become a teacher in developing learning materials (P7, 24 to 29).

2. *Getting the opportunity*

Getting the opportunity during a *kampus mengajar* program enhances pre-service teachers' professionalism. The participants shared many stories about accompanying the students during competitions, giving speeches in a series of events, especially in the Ramadhan month, aiding children with special needs, and contributing ideas for school development. P6 reported his experiences when he had the opportunity to assist students in various competitions and succeeded in leading them to win at the regency and provincial levels.

> At the end of the *kampus mengajar* program, I was happy because the students I mentored won the competition. Meanwhile, at the sub-district level, those who participated in the dance and weaving competition each won 3rd place. They were also invited at the regency level, and alhamdulillah the student who took part in the weaving competition, won 1st position while those that participated in dancing won 2nd place. All thanks to the teachers who cooperated, the students are able to participate in the weaving competition, besides, I am excited, touched, and proud (P6, 7 to 13).

P5 reported that their trust in him when he attended various meetings to convey ideas made him feel valued.

> During the meeting, I was also allowed to express my opinion regarding any experience during my time at the school. I feel appreciated by the teachers irrespective of whether I am still a student (P5, 56 to 58).

Similarly, P7 reported that accompanying students with special needs was a valuable opportunity for him to understand their learning characteristics. "The opportunity was given to me by the class teacher to accompany them directly. Therefore, I was privileged to understand how much students learn" (P7, 35 to 37). On another occasion, P6 also reported that "I was allowed to give a speech for 2 days at a short-term Islamic boarding school activity during the Ramadhan month. At first, I was embarrassed however, thank God I was able to deliver it properly" (P6, 40 to 43).

3. *Obtain real experiences*

The *kampus mengajar* program has provided best practices for pre-service teachers, such as carrying out learning, increasing students' motivation, engaging in-home visits, working selflessly, being a parent figure, teaching sincerely, giving rewards, not discriminating against them, and properly managing the school program. Interestingly, more than half of the participants recounted this experience (n=9). P3 told how she got real experiences in managing character education and strengthening certain programs.

> I discovered an interesting thing about religious character education. The school is good at implementing this subject, and the parents really appreciate this, which also amazes me. This religious character is applied based on ahlussunah wal jama'ah (P3, 14 to 18).

In contrast to P3, who gained several experiences in managing a school program, P4 tells how she obtained real experiences from this learning activity.

> I gained experience from the teachers in terms of executing the learning process. Besides, I am aware of how the teachers continuously motivate the students by properly delivering the learning materials and communicating with them (P4, 43 to 47).

A similar experience was also shared by P4 and P7. P4 witnessed how the teachers visited the students' respective homes. "I came to understand how they are guided selflessly, regardless of their background." Furthermore, "I also understood how to act as a second parent figure (P4, 78 to 82). P7's story reinforces this subtheme, "I gained certain

experiences from the classroom teacher about how to give attractive rewards and teach sincerely without discriminating" (P7 92 to 95).

4.3. Professional skills develop

The sharing and receiving experiences gained by pre-service teachers during the *kampus mengajar* program aided them to develop pedagogic, professional, personal, and social competencies needed to boost their professionalism. This theme is formed by 2 sub-themes as follows, soft and honed skills.

1. Enhance soft skills

Soft skills are one of the important abilities that need to be embraced by prospective teachers in terms of carrying out their duties professionally. It aids in establishing communication, maintaining good relations with colleagues, students, and the surrounding community, and being inclusive and developing emotional maturity, tolerance, and social sensitivity. The *kampus mengajar* program has enabled the research participants to acquire all these attributes. An interesting story was told by P8:

> I learned how to communicate with teachers from different religious backgrounds. In this school, the students were of 2 beliefs, Hinduism and Islam. Based on my observations, the majority of Islamic students often discriminated against those with different beliefs. I was forced to teach them how to tolerate one another. Therefore, I developed the habit of reading stories related to tolerance in the mornings (P8, 46 to 55).

P2's participation in the *kampus mengajar* program impacted "My communication, leadership, and self-confidence skills improved" (P2, 69 to 73). Similarly, P10 stated that "My personality was developed, especially in the aspect of discipline, and ensuring there is harmony among my peers, mentors, and students" (P10, 40 to 43). For P1, this program triggered some attributes. "My social sensitivity is getting higher because I often communicate with teachers, parents, and all the students" (P1, 53 to 56, P3, 59 to 60). Meanwhile, P8 stated that schools outside Java give her concern about the existence of inequality in this country.

> Interacting with principals, teachers, and students made me realize how visible the gap is between these institutes and the elementary ones during my internship in Yogyakarta (P8, 3 to 6).

2. Skills are more honed

One advantage of field experience is that pre-service teachers have the opportunity to put their knowledge into practice, although this is not necessarily acquired while studying on campus, therefore, their skills are honed, as stated by P9.

> While following the *kampus mengajar* program, I felt happy to be able to teach in Elementary School. What my friends and I gained from it, was not obtained on campus (P9 4 to 11).

The opportunity to instill knowledge in the real-world context tend to ultimately hone the skills of pre-service teachers, as reported by P2.

> The *kampus mengajar* program serves as a forum to practice my skills, gain experience, and turn it into an extraordinary lesson (P2, 138 to 141).

4.4. Program challenges

Although the *kampus mengajar* program offers several benefits for pre-service teachers to enhance their professionalism, it is undeniable that it has numerous challenges that need to be overcome. All participants (n=15) shared this experience, besides, this

theme is formed by 3 sub-themes, such as time management, program socialization, and coordination between organizers.

1. Program socialization

As a new initiative by the Ministry of Education and Culture (launched in early 2020), program socialization is a major problem in implementing *kampus mengajar*. Moreover, all participants complained about this issue (n=15). The lack of socialization caused this program not to run optimally. P11 stated that "Hopefully, the *kampus mengajar* needs to be socialized because many students still do not know about this program" (P11, 88 to 90). The other participants had similar experiences, as recounted by P2.

Many students who participated in the *kampus mengajar* program are still not aware of the materials to be taught in elementary schools. Moreover, they do not know how to maximize their objectives (P2, 160 to 163).

P5 stated a similar experience, as follows:

The socialization of *kampus mengajar* needs to be expanded, assuming it's possible because many students are still not aware of this program (P5, 76 to 80).

2. Coordination between organizers

Lack of socialization has caused most of the parties involved in *kampus mengajar* not to have the same perception about this program. Therefore, there is a need for coordination between organizers. This challenge was also shared by all participants (n=15). P11 recounts her experience, as follows:

Kampus mengajar should be socialized in schools that have been selected as partners to ensure there are no misunderstandings because many equate this program with internships and real work lectures (KKN). Meanwhile, whenever my friends and I, who are participants, do not come to class, as usual, one of the teachers says, "you need to teach?" even though this program focuses more on Literacy and Numeracy (P11, 92 to 98).

Other participants also discussed the lack of coordination between the organizers, which resulted in the selection of schools that did not fulfill the criteria. Based on the interview held with P7 and P12, it was reported, as follows:

The selected schools really need to be observed to ascertain whether it deserves to be improved or assisted through student creativity, aspirations or attention of the organizers in terms of realizing program (P7, 114 to117).

The *kampus mengajar* program socialization needs to be re-expanded because individuals, such as the schools where I was assigned to, are not aware of its existence (P12, 33-37).

P12's experience shows that the idea or initiative made by the Ministry of Education, Culture, Research, and Technology regarding the recognition of *kampus mengajar* program and its division into course credits has not been fully understood by the host universities.

3. Time management

Time management is also one of the themes that were complained about by many participants, including being out of sync with the learning schedule at school, or the university, which is considered less specific, therefore, its utilization becomes ineffective. P1 reported that "I felt that the allotted time was inappropriate because when the school lesson was over, I had just been sent to the field, and this was regretted by many teachers" (P1, 83 to 85). This issue also occurred because the schedule for the assignment and that of the campus also coincided. This is burdensome for the participants because the majorities are undergraduates. "As a result, I missed a few courses on campus, and for

college, I had to work hard because I have a huge responsibility" (P11, 83 to 85). The division of the *kampus mengajar* program schedule was also an obstacle for some participants, as explained by P14.

> There is a need for more detailed scheduling of the objectives to be achieved during the assignment, such as helping out with the teaching process, including administration and technological adaptation. Therefore, the intention of the Ministry of Education and Culture as the goal of the *kampus mengajar* program is carried out properly (P14, 83 to 86).

4. Discussion

The main findings of this research show that pre-service teachers benefit from the *kampus mengajar* program through sharing and receiving experiences to enhance their professionalism. They share by successfully building motivational and varied learning opportunities, helping school administrators and colleagues to adapt to technology and other activities. Meanwhile, receiving experience was obtained because pre-service teachers are trusted by the school and gaining real experience on various educational programs that have been theoretically studied on campus. ~~This research specifically highlighted the lack of relationship between the programs organized by the campus and the teacher's field experience. This research explicitly reduces the gap between professional development's theoretical and practical aspects.~~ In general, this research showed that the placement of pre-service teachers in schools has authentic and real experiences, with mutually benefit between schools and universities.

The experience gained by pre-service teachers during their 3-month assignment is an important opportunity to improve the needed skills. This centers on professional learning at the workplace, where they understand the daily realities of school life. Professional experience provides opportunities for pre-service teachers to harmonize ideas and theories that were learned at the university [16]. They are expected to develop a teaching philosophy by transferring the acquired theoretical knowledge into an authentic learning context under real conditions. This process gained comprehensive and insightful constructive feedback from more experienced teachers perceived as mentors [18][7]. Therefore, pre-service teachers need more practical opportunities to boost their professionalism [18].

However, becoming a professional teacher requires balancing the time devoted to studying various theories learned at the university and learning in real-world contexts. There is a need for the meaningful integration of these 2 experiences to improve prospective teachers' learning and professional outcomes [17]. Interestingly, these sharing and receiving of experiences are also described by Brante [64] regarding the need for a link between scientific theory and professional practice. It was referred to as a "dialectic between know-why and know-how, based on a shared platform of science and profession"[64]. According to Brante, the meeting between practitioners and scientists is relevant for both parties because the model quality depends on being "developed, modified, and occasionally rejected by input from both parties, namely from a scientific or theoretical and professional or applied aspects." In this research, practitioners mentor these teachers when they are given assignments. The *kampus mengajar* program offered real and authentic experiences in guiding students, performing administrative tasks, helping their colleagues adapt to technology, and developing various academic tasks. Furthermore, they also gain trust, opportunities, and best practices from their mentors in studying the professsional world of learning. Scientists are played by field supervisors as well as the theories learnt on campus. All these processes are packaged in sharing and receiving experiences. It is assumed that the "picture of the subject matter is perceived as a shared perspective of basic causal mechanisms" [64].

The sharing and receiving of experiences led to the development of professional competencies. In this research, it was reported that by participating in the *kampus*

mengajar program, these teachers developed soft and honed skills components. These results reinforce previous findings [65][8][66] stated that collaboration and partnerships between schools and universities tend to support pre-service teachers in terms of improving their professionalism. During the placement process, their mentors play a vital role in guiding and boosting their growth [67]. In order for this process to be effective, these mentors are expected to possess good communication skills and clearly articulate each party's roles. Therefore, those selected were based on expertise and not just a matter of seniority [12]. In the campus teaching program, tutors is teachers appointed by the principal to assist participants during assignments at school. The tutors' selection is based on their competence in terms of pedagogic, professional, social, personality, use of information technology in learning, and school management skills.

Although the *kampus mengajar* program aids participants in developing their professional experience, it was admitted that it still left some managerial challenges, such as time management, program socialization, and coordination between organizers. Hasty time management causes pre-service teachers to find it difficult to reconcile their various activities at the school and on campus because it coincides. This is exacerbated by the socialization of the program, which is still not optimal. Pre-service teachers, mentors, principals, supervisors, and universities have different perceptions. Therefore, coordination between the ministry of education, culture, research, and technology (Kemendikbudristek) as the program's host, universities-supervisors, and schools needs to be improved. This condition also aligns with the various challenges encountered in previous field experiences. Hoffman et al. [68] stated that the lack of coordination between the mentors at schools and supervisors at universities contributed to the substantive support of pre-service teachers.

Generally, these findings indicate the urgency of a stronger theoretical framework on the linkage between the Ministry of Education, universities, and schools as a whole to be more proactive and responsible in producing prospective professional teachers. This is also in line with the post-practical method paradigm where teachers are no longer considered as consumers of theory [69], rather, they are perceived as constructors. The pattern is also relevant to recent studies that propose that professional development is a bottom-up process [32]. This implies that appropriate professional learning is realized through various "differentiated, and contextualized stages, related to practical, curious, collegial, and collaborative problems." Furthermore, it represents an active process that shapes and promotes the teachers' learning skills [70]. Dewey's experiential theory creates meaningful experiences while engaging in the teaching profession [71]. This allows pre-service teachers to translate the basics of theoretical courses into practical learning activities in the classroom [72]. Theories learned in universities from reading and analyzing texts, lectures, tutorials, and discussions are also encountered through teaching practice in authentic settings to minimize the gap between this hypothesis and practice [73]. Contextual involvement of pre-service teachers is important. Burns [74] stated that "teacher learning is not perceived as translating knowledge and theory into practice rather as an effort to embrace new ones by participating in certain social contexts, activities, and processes. This is sometimes called "practitioner knowledge," the primary source of practice and understanding for teachers.

In Indonesia, the time given for the field introduction program of previously existing pre-service teachers in internships/practice field is only 1 month. This program is considered unable to provide authentic experiences to students due to the short assignment time, monotonous task dimensions, and inadequate supervision from university supervisors at the school. Meanwhile, programs to increase teachers professionalism in the form of Professional Education and Training through certification programs are also considered ineffective [75]. One of the alternatives to introducing pre-service teachers to a more challenging real-life school, diverse peer collaboration experience, varied programs, and longer school assignments is by using the *kampus mengajar* technique.

This research successfully revealed how *kampus mengajar* program provides real experiences to pre-service teachers through sharing to enhance their professionalism. The experience gained by teachers is used to guide students, perform school administrative tasks, assist colleagues in schools in adapting to technology, develop various academic tasks, and provide a workplace conducive for learning. However, this research was unable to reveal how *kampus mengajar* program can improve the hard core of pre-service teachers teaching quality because the focus was on the "assignment" stage [46]. The last stage determined the quality through four important activities, namely complete the self-assessment, request and complete peer assessment, and confirm the completion process [46].

5. Conclusions

This research discovered that the *kampus mengajar* program is utilized by pre-service teachers to share and receive experiences. With this reciprocal process, all parties benefit from the process. Mentors and school teachers tend to upgrade their skills relating to managerial practice and classroom learning by sharing insights and theories. Conversely, pre-service teachers improve themselves because they have the opportunity to experience real school life and acquire real experience including learning from their mentors. This research has several limitations, first only pre-service teachers, principals, and supervisors involved in the *kampus mengajar* program were interviewed. The characteristics of the curriculum implemented in the elementary schools are different from those implemented in the next level, which led to the conclusion that this research tends not to be generalized. Furthermore, due to technical limitations, data collection was realized using a single technique, namely interviews. Third, this research did not compare the effectiveness of the campus teaching program with those accepted by pre-service teachers in enhancing their professional experience. These created an opportunity for future studies to explore this problem from various perspectives. Subsequently, there is a need to ascertain how this *kampus mengajar* program is utilized by pre-service teachers to develop their professionalism by involving various participants and more diverse data collection techniques. Further research capable of comparing the effectiveness of campus teaching programs with other pre-existing ones are needed for the continuous evaluation of various programs from the Ministry of Education. It is also important to determine how *kampus mengajar* alumni adapt to the demands of the real working-class world, such as the significant differences in the readiness of alumni and non-alumni teachers.

References

[1]   M. C. Chang, S. Al-Samarrai, S. Shaeffer, A. B. Ragatz, J. De Ree, and R. Stevenson, *Teacher reform in Indonesia: The role of politics and evidence in policy making*. World Bank Publications, 2013.

[2]   H. Tanang and B. Abu, "Teacher Professionalism and Professional Development Practices in South Sulawesi , Indonesia," vol. 3, no. 2, pp. 25–42, 2014, doi: 10.5430/jct.v3n2p25.

[3]   D. Sulisworo, R. Nasir, and I. Maryani, "Identification of teachers' problems in Indonesia on facing global community," *Int. J. Res. Stud. Educ.*, vol. 6, no. 2, 2016, doi: 10.5861/ijrse.2016.1519.

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

17 of 20

[4]   F. Jalal, *Teacher certification in Indonesia: A strategy for teacher quality improvement*. Departemen Pendidikan Nasional, Republik Indonesia, 2009.

[5]   M. M. H. Cheng, A. Y. N. Cheng, and S. Y. F. Tang, "Closing the gap between the theory and practice of teaching: Implications for teacher education programmes in Hong Kong," *J. Educ. Teach.*, vol. 36, no. 1, pp. 91–104, 2010, doi: 10.1080/02607470903462222

[6]   C. Kwenda, S. Adendorff, and C. Mosito, "Student-teachers' understanding of the role of theory in their practice," *J. Educ. (University KwaZulu-Natal)*, no. 69, pp. 139–160, 2017. http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682017000200007

[7]   K. Zeichner, "Rethinking the connections between campus courses and field experiences in college-and university-based teacher education," *J. Teach. Educ.*, vol. 61, no. 1–2, pp. 89–99, 2010, doi: 10.1177/002248710934767

[8]   J. Kertesz and J. Downing, "Piloting teacher education practicum partnerships: Teaching alliances for professional practice (TAPP-Tas)1," *Aust. J. Teach. Educ.*, vol. 41, no. 12, pp. 13–24, 2016, doi: 10.14221/ajte.2016v41n12.2.

[9]   L. Darling-Hammond, "Assessing teacher education: The usefulness of multiple measures for assessing program outcomes," *J. Teach. Educ.*, vol. 57, no. 2, pp. 120–138, 2006, doi: 10.1177/0022487105283796.

[10]   L. Darling-Hammond, "Teacher education and the American future. Charles W. Hunt lecture," 2009.

[11]   D. B. Loo, R. Maidom, and N. Kitjaroonchai, "Non-native English speaking pre-service teachers in an EFL context: Examining experiences through borderland discourse," *Asia-Pacific J. Teach. Educ.*, vol. 47, no. 4, pp. 414–431, 2019. https://doi.org/10.1080/1359866X.2019.1607252

[12]   U. Sulistiyo, "Improving English as a foreign language teacher education in Indonesia: The case of Jambi University," *Unpubl. Dr. thesis). RMIT, Melbourne. https//researchbank. rmit. edu. au/eserv/rmit*, vol. 161521, 2015.

[13]   R. Le Cornu, "Professional experience: Learning from the past to build the future," *Asia-Pacific J. Teach. Educ.*, vol. 44, no. 1, pp. 80–101, 2016. https://doi.org/10.1080/1359866X.2015.1102200

[14]   L. Ingvarson, K. Reid, S. Buckley, E. Kleinhenz, G. N. Masters, and G. Rowley, "Best practice teacher education programs and Australia's own programs," 2014.

[15]   C. C. Gray, P. R. Wright, and R. Pascoe, "Raising the curtain: Investigating the practicum experiences of pre-service drama teachers," *Aust. J. Teach. Educ.*, vol. 42, no. 1, pp. 36–53, 2017, doi: 10.14221/ajte.2017v42n1.3.

[16]   S. Kennedy-clark, K. Eddles-hirsch, T. Francis, and G. Cummins, "Developing Pre-Service Teacher Professional Capabilities through Action Research Developing Pre-Service Teacher Professional Capabilities through Action," vol. 43, no. 9, 2018. doi/abs/10.3316/aeipt.221584

[17]   C. Deed, P. Cox, and V. Prain, "Enablers and constraints in achieving integration in a teacher preparation program," *Aust. J. Teach. Educ.*, vol. 36, no. 8, 2011, doi: 10.14221/ajte.2011v36n4.5.

[18]   Z. S. Genç, "More Practice for Pre-Service Teachers and More Theory for In-service Teachers of English Language," *Procedia - Soc. Behav. Sci.*, vol. 232, no. April, pp. 677–683, 2016, doi: 10.1016/j.sbspro.2016.10.092.

[19]   M. Qorib and R. Harfiani, "Independent campus policy in the new normal era," vol. 2, pp. 13–20, 2021. http://download.garuda.kemdikbud.go.id/article.php?article

[20]   E. Suhartoyo *et al.*, "Pembelajaran Kontekstual Dalam Mewujudkan Merdeka Belajar," *J. Pembelajaran Pemberdaya. Masy.*, vol. 1, no. 3, pp. 161–164, 2020, doi: 10.33474/jp2m.v1i3.6588

[21]   N. Siregar, R. Sahirah, and A. A. Harahap, "Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0," *Fitrah J. Islam. Educ.*, vol. 1, no. 1, pp. 141–157, 2020, doi: 10.53802/fitrah.v1i1.13

[22]   S. Sherly, E. Dharma, and H. B. Sihombing, "Merdeka belajar: kajian literatur," in *UrbanGreen Conference Proceeding Library*, 2021, pp. 183–190. http://proceeding.urbangreen.co.id/index.php/library/article/view/33

[23]   J. Eggleston, "Teacher professionalism and professionalization," *Chang. Gov. Educ.*, pp. 113–123, 2018.

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

18 of 20

[24]   M. A. Bair, "Professionalism: A comparative case study of teachers, nurses, and social workers," *Educ. Stud.*, vol. 42, no. 5, pp. 450–464, 2016,doi: 10.1080/03055698.2016.1219651

[25]   K. L. Creasy, "Defining Professionalism in Teacher Education Programs.," *Online Submiss.*, vol. 2, no. 2, pp. 23–25, 2015. https://eric.ed.gov/?id=ED563997

[26]   D. Heck and A. Ambrosetti, "Reclaiming educator professionalism in and for uncertain times," in *Teacher education in and for uncertain times*, Springer, 2018, pp. 1–13.

[27]   B. Eickelmann and K. Drossel, *Lehrer* innenbildung und Digitalisierung-Konzepte und Entwicklungsperspektiven*. JSTOR, 2020.

[28]   T. E. Mukuna, "Integration of ICT into teacher training and professional development in Kenya," *Makerere J. High. Educ.*, vol. 5, no. 1, pp. 3–21, 2013, doi: 10.4314/majohe.v5i1.1

[29]   J. Roberts, *Language teacher education*. Routledge, 2016.

[30]   C. Leung, "Second/additional language teacher professionalism: What is it," in *Symposium*, 2012, pp. 11–27, https://www.andrasprak.su.se/polopoly_fs/1.203898.1411040092

[31]   L. Evans and M. S. Homer, "Academic journal editors' professionalism: perceptions of power, proficiency and personal agendas," 2014.

[32]   F. Dehghan, "Professional Development in Education Teachers ' perceptions of professionalism : a top- down or a bottom-up decision-making process ?," *Prof. Dev. Educ.*, vol. 00, no. 00, pp. 1–10, 2020, doi: 10.1080/19415257.2020.1725597.

[33]   A. Munandar, E. Maryani, D. Rohmat, and M. Ruhimat, "Establishing the profesionalism of geography teacher through authentic assessment field study," *Int. J. Instr.*, vol. 13, no. 2, pp. 797–818, 2020, doi: 10.29333/iji.2020.13254a.

[34]   O. Nessipbayeva, "The competencies of the modern teacher," *Bulg. Comp. Educ. Soc.*, pp. 148–154, 2019, https://eric.ed.gov/?id=ED567059

[35]   A. Lessing and M. De Witt, "The value of continuous professional development: teachers' perceptions," *South African J. Educ.*, vol. 27, no. 1, pp. 53–67, 2007, https://www.ajol.info/index.php/saje/article/view/25098

[36]   S. Zein, "Factors affecting the professional development of elementary English teachers," *Prof. Dev. Educ.*, vol. 42, no. 3, pp. 423–440, 2016, doi: 10.1080/19415257.2015.1005243

[37]   H. Abbas, "Misteri Pelaksanaan Sertifikasi Guru," *Opini Kompas, Wednesday*, vol. 12, 2013.

[38]   B. Avalos, "Teacher professional development in teaching and teacher education over ten years," *Teach. Teach. Educ.*, vol. 27, no. 1, pp. 10–20, 2011, doi: 10.1016/j.tate.2010.08.007

[39]   C. Walter and J. Briggs, "What professional development makes the most difference to teachers," *A Rep. Spons. by Oxford Univ. Press. Retrieved July*, vol. 20, p. 2015, 2012, https://www.oupjapan.co.jp/sites/default/files/contents/events/od2018

[40]   P. Grossman and M. McDonald, "Back to the future: Directions for research in teaching and teacher education," 2008.

[41]   J. V Hoffman *et al.*, "What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers? A literature review," *Teach. Teach. Educ.*, vol. 52, pp. 99–112, 2015, doi: 10.1016/j.tate.2015.09.004

[42]   Ø. F. Standal, K. M. Moen, and V. F. Moe, "Theory and practice in the context of practicum: The perspectives of Norwegian physical education student teachers," *Eur. Phys. Educ. Rev.*, vol. 20, no. 2, pp. 165–178, 2014, doi: 10.1177/1356336X135086

[43]   F. Crasborn and P. Hennissen, "The skilled mentor. Mentor teachers' use and acquisition of supervisory skills," *Eindhoven Tech. Univ. Eindhoven*, 2010.

[44]   J. Loughran, *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. Routledge, 2013.

[45]   A. Widiyono and K. Irfana, Saidatul., Firdausia, "Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di Sekolah Dasar," *Metod. Didakt. J. Pendidik. Ke-SD-an*, vol. 16, no. 2, pp. 102–107, 2021, doi: 10.17509/md.v16i2.30125.

[46]   S. B. Iriawan and A. Saefudin, "Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021," *Kementrian Pendidik. dan Kebud. 2021*, p. 37, 2021.

[47]   I. Wahyuni and A. Anshori, "Student response of Medan State University to independent campus discussion," no.

September, pp. 110–116, 2021, doi: 10.12928/commicast.v2i2.3352.

[48] T. Budiharso and B. Tarman, "Improving quality education through better working conditions of academic institutes," *J. Ethn. Cult. Stud.*, vol. 7, no. 1, pp. 99–115, 2020, doi: 10.29333/ejecs/306

[49] F. Yusuf, "The Independent Campus Program for Higher Education in Indonesia: The Role of Government Support and the Readiness of Institutions, Lecturers, and Students," *J. Soc. Stud. Educ. Res.*, vol. 12, no. 2, pp. 280–304, 2021, https://www.learntechlib.org/p/219847/

[50] R. N. Anwar, "Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar," *J. Pendidik. dan Kewirausahaan*, vol. 9, no. 1, pp. 210–220, 2021, doi: 10.47668/pkwu.v9i1.221

[51] O. A. Ige, "Using action learning, concept-mapping, and value clarification to improve students' attainment in ict concepts in social studies: The case of rural learning ecologies," *J. Soc. Stud. Educ. Res.*, vol. 10, no. 1, pp. 301–322, 2019, https://dergipark.org.tr/en/pub/jsser/issue/45447/570415

[52] A. R. Strunc, "Are They Listening? Policymakers and Their Role in Public Education," *Res. Educ. Policy Manag.*, vol. 2, no. 1, pp. i–iii, 2020, doi: 10.46303/repam.02.01.ed

[53] B. Tarman and O. Chigisheva, "Editorial for special issue: Transformation of educational policy, theory and practice in post-soviet social studies education," *J. Soc. Stud. Educ. Res.*, vol. 8, no. 2, 2017, https://dergipark.org.tr/en/pub/jsser/issue/32450/360860

[54] C. Yohana, R. F. Rachma Dania, and D. Prihandono, "Study of the influence of education and literation of entrepreneurship in vocational high schools: Indonesian case," *Acad. J. Interdiscip. Stud.*, vol. 10, no. 1, pp. 34–50, 2021, doi: 10.36941/ajis-2021-0004.

[55] J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative*, 4th ed. Boston-USA: Pearson Education Inc, 2012.

[56] I. Holloway and K. Galvin, *Qualitative research in nursing and healthcare*. John Wiley & Sons, 2016.

[57] R. Cooper and A. Fleisher, "Building connections: an interpretative phenomenological analysis of qualitative research students' learning experiences," *Qual. Rep.*, vol. 17, no. 17, pp. 1–16, 2012, https://eric.ed.gov/?id=EJ974974

[58] J. W. Creswell and J. D. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

[59] J. W. Creswell and C. N. Poth, *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications, 2016.

[60] L. Schwartz, W. Beamish, and L. McKay, "Understanding social-emotional reciprocity in autism: Viewpoints shared by teachers," *Aust. J. Teach. Educ.*, vol. 46, no. 1, pp. 24–38, 2021, doi: 10.14221/ajte.202v46n1.2

[61] H. Morgan, "Understanding thematic analysis and the debates involving its use," *Qual. Rep.*, vol. 27, no. 10, pp. 2079–2091, 2022, [Online]. Available: https://doi.org/10.46743/2160-3715/2022.5912%0Ahttps://nsuworks.nova.edu/tqr/vol27/iss10/2/.

[62] V. Braun, V. Clarke, V. Braun, and V. Clarke, "Applied Qualitative Research in Psychology," *Appl. Qual. Res. Psychol.*, vol. 0887, no. 2006, 2017, doi: 10.1057/978-1-137-35913-1.

[63] K. Robson, C., & McCartan, *Real world research (4th ed.)*. Chichester, UK: Wiley., 2016.

[64] T. Brante, "Professions as science-based occupations," *Prof. Prof.*, vol. 1, no. 1, pp. 4–20, 2011, doi: 10.7577/pp.v1i1.147

[65] J. D. Kenny *et al.*, "Science Teacher Education Partnerships with Schools (STEPS): partnerships in science teacher education.," *Aust. J. Teach. Educ.*, vol. 39, no. 12, pp. 43–65, 2014, doi: 10.14221/ajte.2014v39n12.4

[66] C. Sim, "Sustaining productive collaboration between faculties and schools," *Aust. J. Teach. Educ.*, vol. 35, no. 5, pp. 18–28, 2010, doi: 10.14221/ajte.2010v35n5.2.

[67] J. de Dios Martínez Agudo, "What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers," *Aust. J. Teach. Educ.*, vol. 41, no. 5, pp. 36–51, 2016, doi: 10.14221/ajte.2016v41n5.3.

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

20 of 20

[68]   J. V Hoffman *et al.*, "What can we learn from studying the coaching interactions between cooperating teachers and preservice teachers ? A literature review," *Teach. Teach. Educ.*, vol. 52, pp. 99–112, 2015, doi: 10.1016/j.tate.2015.09.004.

[69]   B. Kumaravadivelu, *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge, 2012.

[70]   N. Mockler, "Teacher professional learning under audit: reconfiguring practice in an age of standards," *Prof. Dev. Educ.*, no. January, 2020, doi: 10.1080/19415257.2020.1720779.

[71]   M. Schmidt, "Learning from teaching experience: Dewey's theory and preservice teachers' learning," *J. Res. Music Educ.*, vol. 58, no. 2, pp. 131–146, 2010, doi: 10.1177/0022429410368723.

[72]   T. Yeigh and D. Lynch, "Reforming initial teacher education: A call for innovation," *Aust. J. Teach. Educ.*, vol. 42, no. 12, pp. 112–127, 2017, doi: 10.14221/ajte.2017v42n12.7.

[73]   H. Mudra, "Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia," *Qual. Rep.*, vol. 23, no. 2, pp. 319–344, 2018, doi: 10.46743/2160-3715/2018.3115.

[74]   A. Burns, *The Cambridge guide to second language teacher education*. Ernst Klett Sprachen, 2009.

[75]   M. Fahmi, A. Maulana, and A. A. Yusuf, "Teacher certification in Indonesia: A confusion of means and ends," *Cent. Econ. Dev. Stud. Padjadjaran Univ.*, vol. 3, no. 1, pp. 1–18, 2011, https://core.ac.uk/download/pdf/9310848.pdf

Developing Pre-Service Teachers' Professionalism Through Sharing and Receiving Experiences in The *Kampus Mengajar* Program

Abstract: The low quality of teachers in Indonesia indicates that its current professional development programs are yet to obtain the ideal form. Therefore, this research aims to determine how the *kampus mengajar* (teaching campus) program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. Open interview questions were used to collect data from 11 pre-service teachers, 2 supervisors, and 2 principals involved in the *kampus mengajar* program with 3 months of professional experience placements in elementary schools spread across various parts of Indonesia. The data collected were analyzed using the thematic data analysis technique. The results showed that although the *kampus mengajar* program experiences various challenges, it can be used by pre-service teachers to enhance their professionalism through sharing and receiving experiences. The *kampus mengajar* program offered real and authentic experiences for pre-service teachers in guiding students, performing various administrative tasks, and learning in the workplace, hence, they have a better understanding of school life realities.

Keywords: Pre-service teachers; professional experience; qualitative studies, sharing and receiving experience

1. Introduction

The low quality of in-service and pre-service teachers in Indonesia shows that its various professional development programs are yet to obtain an ideal form. The World Bank reports that this profession was awarded low test scores on aspects of subject matter, including knowledge, pedagogic skills, and general intelligence [1]. Furthermore, motivation and dedication to teaching are low with immature emotions and inadequate thinking [2]. Teachers in Indonesia are considered to have failed in carrying out their role in maintaining and improving students' learning abilities. As a result, student learning outcomes in Indonesia lags behind neighboring countries. According to the Ministry of Education statistics this inability is due to the teachers relatively low level of academic qualifications [3]. In Indonesia, various professional development programs and other forms of training have been carried out, although these have been considered ineffective in improving teacher professionalism [4].

One of the main problems related to teacher professionalism is the gap between instilling theoretical and practical knowledge in the classroom [5][6]. There is a disassociation between program components organized by universities and the actual needs of elementary schools [7]. The gap between theoretical and practical knowledge also occurs because pre-service teachers are shaped by their personal experiences and opinions about this profession. According to Kertesz and Downing [8], this tends to cause dissonance between universities and elementary schools. The lack of reciprocity results in discord between pre-service teachers' preparation with school expectations and requirements [9]. Meanwhile, Darling-Hammond [10] highlights the disparity between the programs organized by campuses regarding field experiences. Although these are incorporated into the curriculum, the time spent by both pre-service teachers and their supervisors is often not properly planned. Besides, they are often left to work independently without guidance or supervision from the university [10].

Empirical evidence shows that field experience is an alternative in producing professionals [11][12][13]. It is an important opportunity for pre-service teachers to improve their skills [14]. This provides the best opportunity to learn and gain personal teaching efficacy after graduation [15]. For pre-service teachers, centers were provided for professional learning in the workplace to understand the daily realities of school life. Professional experience creates opportunities to harmonize ideas and theories learned at the university. Field experience is a meaningful and practical teaching skill that is considered a basic need for pre-service teachers [16]. Deed et al. [17] stated that professionalism requires balancing the time devoted to theoretical learning at the university and the workplace. It was further clarified that there needs to be a meaningful integration of the 2 experiences to enhance professional outcomes. Pre-service teachers are expected to develop a teaching philosophy involving the transfer of theoretical knowledge acquired at the university into an authentic learning context under real conditions. Teachers gain comprehensive and insightful constructive feedback from more experienced tutors who act as mentors [18][7]. Therefore, pre-service teachers need more practical opportunities on their way to becoming professionals [18].

The *Kampus Mengajar* Program isa subsidiary of the *Merdeka Belajar-Kampus Merdeka (MBKM)* or Freedom to Learn-Independent Campus policy. The MBKM is one of the breakthroughs initiated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in providing field experience for pre-service teachers. This policy offers some form of autonomy to these institutions and freedom for students to select the desired program. It provides them with a broader learning experience and space to deepen their knowledge for 3 semesters, namely 2 (equivalent to 40 credits, 1 credit equivalent to learning activities carried out by students for 50 minutes plus structured independent assignments relevant to achievement indicators specified in the curriculum) off campus and 1 (equivalent to 20 credits) in other study programs. This includes internships, practical work, teaching assistantships, entrepreneurship, student exchanges, and research [19]. Moreover, this program is expected to improve the graduates soft and hard skills competence to ensure that they are prepared for the dynamic needs and as future leaders of the nation who are superior, moral, and ethical. An excellent leader is a someone with adequate skill and experience needed to solve various challenges in the future [20]. This policy grants students the freedom to think either individually or in groups, thereby producing superior, critical, creative, collaborative, and innovative graduates in the future. The MBKM is expected to trigger their involvement to learn [21]. Besides, it aids college students in exploring their greatest potentials, including teachers, to independently improve the quality of learning [22]. For pre-service teachers, this program is expected to reduce the gap between the theoretical aspect learned on campus and the real needs of the school. It is assumed that there is a missing link between the courses offered by these universities and the actual needs of these users, therefore, graduates of the Teacher Training and Education Faculty are considered to be incompetent. Based on the research background, the problem is how the *kampus mengajar* program aids pre-service teachers to develop their professionalism, and its potential to bridge the gap between theory and practice are interesting aspects to be studied.

2. Literature Review

2.1. The meaning of professionalism and teacher professional development policies in Indonesia

The concept of "professionalism" is used to represent individual competencies and expertise as well as the quality of the work discharged [23]. It is based on 3 essences: using a specific scientific building, rendering services to others in the community, and possessing a self-regulated code of ethics to maintain high morale, quality, and ethical standards [24][25][26]. Professionalism has been defined in different ways, from training to personnel development to more efficient and effective professional courses [27][28][29].

Leung [30] categorized it into 2, independent and managerial. The first level or definition of this term, which is also called transformative professionalism [31], refers to how teachers view their practices, knowledge, beliefs, and skills as well as critical reflection on past teaching experiences as learners, their abilities, and future directives. The second definition is managerial professionalism which refers to what teachers expect as determined by official authorities such as the ministry of education. In other words, the first level of professional development is a bottom-up, personal, and self-initiative process, while the latter is top-down, institutional, and other people-oriented [32].

These opinions showed that professionalism contains aspects of a person's expertise, skills, and abilities in specific jobs. It refers to the commitment in improving professional skills and developing strategies for carrying out work [33]. In Indonesia, the professionalism of teachers is explained in Law No. 14 of 2005 concerning teachers and lecturers, which defines it as a job that requires specific skills and a decent source of livelihood. According to the law, teachers must have four competencies for professional work, namely pedagogic, professional, social and personality. The teachers' competence is a combination of knowledge and skills to perform effective learning and keep up with times [34].

Several preliminary studies have identified the teacher professional development principles as being effective and successful. According to Lessing and De Witt [35], the 3 aspects include workshops, personal values and programs, and teaching approaches. Teacher professional development programs also need to enable them work with other colleagues to create organizations that support learning. They need to be given the opportunity to become practitioners, share knowledge and commitment, work with community members to implement coherent curricula and supportive systems for the students, as well as collaborate with them in ways that advance their understanding and skills. Teachers' professional development aims to improve their knowledge and skills through orientation, training, and support that enhance the quality of the teaching and learning process. It also focuses on core competencies such as improving their abilities, understanding the students, managing teaching skills and practice, knowledge of other disciplines, and appreciating this profession [35][2]. Preliminary research stated that professional development activities positively impact the teachers' beliefs and practices as well as students' performances in learning and educational reform in general [2]. These programs include relevant activities such as improved qualifications, updating tutors' knowledge and understanding of the subjects taught, practicing teaching students from different backgrounds, developing practical competencies and skills, learning new teaching methodologies, adopting learning innovations and technologies, improving ethical professionalism, as well as acquiring knowledge and skills to anticipate societal changes.

In Indonesia, professional development programs are carried out for both in-service and pre-service teachers. Several of them have been implemented for in-service teachers, such as PLPG (Professional Education and Training for Teachers) PPG (Teacher Certification Program), and SM-3T (Education by Bachelors at Frontier, Outermost, and Underdeveloped areas) in remote areas. Furthermore, they need to participate in various independent programs to develop their professionalism, such as subject-teacher consultations (MGMP). The Education Personnel Education Institution (LPTK) is the main initiative for pre-service English teachers in Indonesia, including those employed in state and private universities whose main role is to provide education and pedagogical training for those interested in teaching at both junior and senior high schools [36]. However, through professional teacher education, the government is trying to improve the academic system by increasing their qualifications and skills.

Some research stated that the impact of teacher certification only improves their standard of living. Abbas [37] stated that the teacher certification program slightly contributed to improving the quality of national education. Teachers in Indonesia did not significantly improve their quality and performed poorly even after completing the cer-

tification program and receiving a salary increase. Helping them update their knowledge and skills in dealing with certain changes and managing human resources is needed. Additionally, professional development aids in achieving better performance in the aforementioned matter [2]. The essence of professional development is centered on teacher learning and transforming their knowledge into practice for the benefit of the students [38]. Walter and Briggs [39] reported that it is effective due to (a) the inclusion of concrete and classroom-based skills from outside the school, (b) teacher involvement in the selected fields to develop and carry out certain activities, (c) collaboration programs with peers, (d) providing opportunities for mentoring and coaching, (e) continuous efforts regularly, and (f) support for effective school leadership.

2.2. Professional Development for Pre-service Teachers

One of the effective programs provides field experience for pre-service teachers. This helps individuals become tutors by learning the needful about teaching with the support of a good mentor [40]. University-based pre-service teacher education is in a state of transition from a training model that emphasizes skill acquisition and competency mastery to a practice-based type centered on participation, involvement, and reflection [40]. This transition places importance on professional experience for pre-service teachers through practical field tasks in schools. The success of this transition requires collaboration between pre-service teachers education providers in tertiary universities and schools [41].

Professional experience is relevant, and pre-service teachers typically describe it as the most important aspect of their program [42], partly because they value the opportunity to be mentored by experienced tutors during their teaching practice [43]. There is little doubt that effective mentoring is essential for the practical development of pre-service teachers in the workplace [44].

2.3. Kampus Mengajar Program in Developing Pre-Service Teacher Professionalism

The *kampus mengajar* program as a subsidiary of the Merdeka Belajar-Kampus Merdeka (MBKM) or Freedom to Learn-Independent Campus policy is one of the breakthroughs of the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in terms of providing field experience for pre-service teachers. This autonomous academic institution and complicated bureaucracy allow students to freely select the desired program. Furthermore, through this program, lecturers are given the freedom to develop their creativity and innovation in experience-based teaching, transform the curriculum according to regulations, and promote students to master various fields of knowledge useful for entering the world of work, without being limited by rigid and narrow administrative regulations. It is expected to improve the graduates' competence, both soft and hard skills, to be relevant to the changing needs and produce future superior and morally ethical leaders [20]. This policy aids students to freely engage in critical thinking, thereby becoming creative, collaborative, and innovative. The *kampus mengajar program* is expected to increase students' involvement in learning [21][45]. In accordance with this program, college students explore their greatest potentials, including teachers, to innovatively and independently improve the learning quality [22]. For pre-service teachers, it is expected to reduce the gap between the theories learnt on campus and the real needs of the field. Moreover, it is assumed that there is a missing link between the courses taught at these universities and the users' needs, thereby producing incompetent graduates of the Teacher Training and Education Faculty.

According to the main pocket book of *kampus mengajar* guidelines [46], its flow is divided into three, namely the pre-assignment, assignment, and final assignments. The pre-assignment flow which comprises of a) debriefing and b) coordination are activities carried out by students before partner schools. Partner Schools are those designated by the Ministry of Education and Culture to assign participants to teach campus programs.

Meanwhile, the assignment flow is divided into activities at the beginning, during, and at the end of the assignment. The beginning includes orientation, adaptation, observation, preparation, and consultation. At the orientation stage, students and the school introduce themselves, the group, and the person in charge. They also listen to the explanation from the school regarding its vision, mission, academic culture, school environment, as well as problems and challenges faced by the school. At the adaptation stage, students need to show an adaptive personality to be accepted by the school by being friendly, putting up feelings of appreciation, giving a sincere smile, paying attention to appearance and being willing to open themselves to learn and teach others. At the observation stage, students, with assistance from the school, conduct a series of direct observation activities by identifying the school environment, administration, organization, and the learning process. The preparation stage is associated with the design of plans during *kampus mengajar* activities based on the results of observations. Finally, the consultation stage enables students to ask for approval of the design plan activity with accompanying teachers and field supervisors.

The assignment stage is divided into two major activities, namely teaching and non-teaching. Teaching activities carried out by students include the following steps: a) Identify teaching materials according to student abilities and school needs. b) Design the teaching planning that will be implemented. c) Discuss the plans made with colleagues and the school. d) Reflect on learning activities conducted with colleagues and the school. e) Make daily and weekly reports by filling out a daily logbook in the MBKM (Independent Learning-Independent Campus) application. Non-teaching activities are carried out by students in the following steps: a) Identify personal abilities and school needs. b) Design the non-teaching activities that need to be implemented. c) Discuss the plans that have been made with colleagues and the school. d) Reflect on non-teaching activities that have been carried out with colleagues and the school. and e) Make daily and weekly reports by filling out a logbook in the MBKM application. The non-teaching activities that can be carried out by students include: a) Help the school to carry out administration of basic education related data b) Carry out extracurricular coaching activities. c) Implement guidance and counselling services with teachers. d) Implement the services for children with special needs, and e) Assist the teacher in carrying out administrative tasks [46]. The third stage enables the participants to carry out five activities, namely a) Complete a self-assessment, b) Request a peer assessment, c) Complete a peer assessment, d) Confirm filling in the assessment results carried out by the supervising teacher, and e) Compile the final activity report and upload it to the MBKM system according to the schedule [46].

2.4. Weaknesses in the literature and the novelty of this research

Some research has been carried out on the *kampus mengajar* program. Based on the acquired results, there are at least 3 trends related to this matter, such as response to policies, the organizers' readiness, as well as its impact on students' skills. The research on the first trend was carried out by Wahyuni and Anshori [47], who examined the implementation of the *merdeka belajar* policy at Medan State University. It was reported that the students are aware of the importance of learning discourse on independent campuses, although some do not agree with the program. This research stated that low student literacy and lack of stakeholders' involvement were due to low student literacy. Students also believed that this program made it more challenging to graduate as planned. Other studies stated that most universities, especially those in remote areas, have not been in a hurry to adopt the program, and the unique situation of each presents certain obstacles during its implementation, such as students who lack understanding of the policy [48].

The second trend was carried out by Yusuf [49], who analyzed the relationship between the *kampus mengajar* program and university stakeholders' readiness. By adopting quantitative methods, the readiness of lecturers, students, and government support turned out to have a positive impact on the enacted policy. Anwar [50] described the

implementation of *kampus mengajar* program at Muhammadiyah Elementary School 1 Padas. It was reported that in 2021 first, teaching activities consist of face-to-face and online learning, including home visits. Second, technological adaptation assists teachers in adopting teaching media and materials in accordance with the curriculum. Third, the administration carried out by the students was to aid in the preparation of learning tools as administrative completeness. The implementation of the *kampus mengajar* program, had a positive impact during the COVID-19 pandemic.Preliminary research stated that the *kampus mengajar* program triggers the students' readiness because it focuses on active learning, concept mapping, and value clarification based on information and communication technology [51]. This educational policy transformation is also in line with the academic theory and practice during the transition, stabilization, and growth potential periods [52][53]. Meanwhile, research on the third trend was carried out by Widiyono et al. [45], and it was reported that the implementation of the *Kampus Mengajar* program has a positive impact on students, such as triggering their interest in learning, as well as integrated literacy and numeracy skills. They also enjoy certain benefits, including being able to provide direct teaching experience in order to develop interpersonal and leadership skills. Yohana et al. [54] examined the factors that influence the entrepreneurship program in the Kampus Merdeka policy by using 5 universities as the research objects. It was reported that the campus policy factors, apprenticeship programs, and exploration of local potentials positively affect competency development, implementation, and entrepreneurial learning.

A review of the previous studies shows that there is little or no interest in analyzing the professional experiences gained through *kampus mengajar* program. This is because it had only been running for 1 year. Therefore, this research has the potential to develop an alternative model to develop the professionalism of pre-service teachers. Based on the theoretical framework, this research aims to explore: 1) what experiences are obtained by pre-service teachers during the *kampus mengajar* program to improve their professional experience, and 2) how the program can be utilized.

2.5. Author's Role

The five authors are lecturers in the faculty of teaching and education/Islamic education who are concerned with various issues of education, training, and development of pre-service teachers. The first and second authors initiated this research idea, while the third acted as the field supervisor of the kampus mengajar program. However, the three of them were not involved in guiding the students who were the participants in this research. The fourth and fifth authors are senior lecturers who are often involved in various teacher training and professional development programs without experience in kampus mengajar programs. The first, second, and third authors were involved in planning, collecting, analyzing data, and compiling this research. Meanwhile, the fourth and fifth authors played a significant role in reviewing, providing critical notes, and revising. All were actively involved in the research process and data analysis. The research motivation is based on the shift in the Indonesian Ministry of Education policy in providing a professional experience for pre-service teachers. The results are expected to provide an overview of the kampus mengajar program's potential in giving real experiences for pre-service teachers, thereby providing a better understanding of the life school's reality.

3. Materials and Methods

3.1. Research Type

The qualitative method was used to obtain detailed information about the complex phenomena of campus teaching programs and identify themes and theoretical structures that describe the process [55]. This method allows for proper understanding of human behavior better, with focus on naturally occurring phenomena and their complexity. It also allows for individuals to have in-depth understanding of these phenomena [56]. Descriptive data in the form of email conversations and open-ended questionnaire in-

terviews with participants were used to conduct this research. These data were then ana-
lyzed using one of the qualitative data analysis techniques, namely thematic analysis. In-
formed consent was given by the participants who were reminded that: 1) their in-
volvement was voluntary, 2) all data collected are de-identified when used to draft pub-
lications, and 3) they are not required to answer unwanted questions. Moreover, all their
names were written using the code P1-P15 to ensure the confidentiality of their identi-
ties.

3.2. Participants

The research participants selected purposively from students who are members of
the WA group a campus teaching program at a university in Yogyakarta. Out of a total
of 55 students, 13 voluntarily became participants, while 2 eventually withdrew. In the
second stage, the 11 students were placed in five different schools with field supervisors.
In the third step, of the five field supervisors and five school principals where the stu-
dents were deployed, only two each stated their voluntary wiliness to become partici-
pants. The rest were not interested due to tight schedules, which could prevent them
from granting interviews according to a predetermined deadline. Smith et al. (2009) stat-
ed that a small sample size is acceptable because qualitative is an ideographic approach
related to understanding certain phenomena. They were determined by the purposive
sampling techniques and fulfilled the following criteria: 1) involved in the *kampus
mengajar* program, 2) were science students (pre-service teachers), 3) placement in ele-
mentary schools, 4) volunteered to participate in the research until it was completed.
Overall, the participants consisted of 13 women and 2 men. The participants from the
pre-service teachers, field supervisors and school principals are in categories of P1-P11,
P12-13, and P14-15.

3.3. Research Procedure

Before data collection, a letter of permission was requested from the university's
vice-chancellor, where the students participated in the *kampus mengajar* program. Data
collection was conducted in two stages. The first stage was through email conversations,
a technique rarely used to , generate rich data when carried out appropriately in qualita-
tive research [57][57][58][59]. The first one was held by sending a list of questions
through email to the participants, and they were given a maximum of 2 weeks to com-
plete the forms. Based on the allocated time, 13 of them responded on time, while the
remaining 2 responded in the next 2 days after receiving confirmation. The answers ob-
tained through email were re-transcribed, and the participants' answers were read in
their entirety to get an overall idea. In the second stage, in-depth answers were collected
from participants through virtual live interviews using zoom meetings. A total of 7 iden-
tified participants stated their ability to hold a second interview, consisting five pre-
service teachers and two field supervisors. Interviews with open-ended questions were
carried out to obtain information from participants for proper conveyance of experiences
without being limited by the perspective of previous findings. Open-ended answers to
questions allow participants to create options for responding. This did not only provide
an opportunity for participants to share their experiences rather to gain more insight
[60].

Interviews were carried out based on certain guidelines, and it was performed once
or twice with different participants. Each selected the time according to their desires,
with the duration lasting for a minimum and maximum of 22 minutes and 56 minutes,
respectively. Interestingly, each was recorded and transcribed verbatim afterward. Data
validity were ensured by comparing the findings of the first, second, and third authors,
as well as the reviews of the fourth and fifth. The three authors mentioned earlier ana-
lyzed the raw data by creating categories through themes and identifying patterns in a
similar way.

3.4. Data analysis technique

The thematic analysis technique for developing themes in the form of patterns was used to analyze the data collected [61] [62]. This process was conducted in two stages, the first opens the code of raw interview data [63] to identify instances when participants described the use of *kampus mengajar* program to enhance teachers professional experience. The second is the analytic coding stage, which is conducted by connecting and solving various similar codes to obtain conclusions from the first stage [63]. The data analysis process is manually organized, without the help of software. In developing the themes, the authors provided support using descriptive, linguistic, and conceptual comments. According to Yin [64], field notes or memos are used to support all data analysis activities, which guides data reduction (extracting the essence), presentation (organizing meaning), and drawing conclusions (explaining findings) [65]. Four important themes were found through this process, namely 1) sharing experiences supported by four sub-themes, such as building motivational and varied learning opportunities, 2) receiving experiences supported by three sub-themes, 3) developing professional abilities supported by 3 sub-themes, and 4) challenging program supported by three sub-themes.

4. Results

This research aims to explore the pre-service teachers' experiences gained from the *kampus mengajar* program to enhance their professionalism. Data analysis produces 4 themes, such as sharing and receiving experiences, professional development ability, and program challenges. The data analysis results are shown in Table 1.

Table 1. Data analysis results

Theme	Sub-theme	Number of Participants
Sharing experience	Build motivational and various learning opportunities	15
	Helping school administration	10
	Helping teachers adapt to technology	12
	Developing school programs	10
Receiving experience	Being trusted	12
	Getting the opportunity	11
	Obtaining real experiences	7
Professional skills develop	Enhance soft skills	12
	Trained skills	10
Program challenges	Time management	12
	Program socialization	12
	Coordination	15

4.1. Sharing experience

This theme implies that while participating in the *kampus mengajar* program, pre-service teachers had the opportunity to share their experiences, skills, and knowledge with the schools where they taught. It was supported by 100% of participants, and it is divided into several sub-themes, including successfully guiding the students, helping the school administration and teachers adapt to technology, and developing school programs.

1. Build motivational and various learning opportunities

Pre-service teachers' experience in successfully build motivational and various learning opportunities is an interesting one, particularly during the *kampus mengajar* program. This is manifested in the form of fun learning in class, to motivate the students and ensure they do not get bored easily, as well as accompanied by home visits. All participants (n=15) reported this event during the data collection process, as shown in the following comments.

I taught citizenship education, namely how to practice Pancasila daily. They happily participated in learning (p2, 10 to 13).

Similar comments were also conveyed by many other participants "I have succeeded in assisting students through the home visit program" (P4, 3 to 5). "I developed the subject matter from thematic books to be more creative and ensure the students are not easily bored and absorb the lessons more quickly" (p2, 88 to90). The pre-service teachers' abilities to accompany these learners are evidence of their successful experiences enhancing their professionalism.

The valuable experience I gained during the *kampus mengajar* program was being able to provide varied learning where previously students studied with the teacher only with the lecture method, but now I use the learning method by inviting students to play roles directly (P2, 3-8).

For P2 adopted role-play learning, and it made the students happy because teachers at school rarely applied this method.

2. Helping school administration

The experience gained from helping school administration included setting exam questions, report cards, and supervising these activities. P5 stated that during the *kampus mengajar* program, they often engaged in helping school administration. "P5 personally executed this activity because the existing teachers were not used to the use of technology, such as laptops". Based on the fact that none of them were capable, P5 was forced to share the experiences gained and this made P5 to completely understand the duties. "P5 realized that the teacher's job was not only teaching" (P5).

Similarly, P1 reported, as follows:

My most valuable experience was when my colleagues and I helped the teacher council prepare for school exams, starting with typing the questions, making report cards, and participating in the supervisory activities (P1, 3 to 6).

Other participants also shared their experiences:

Some also helped the administration by stamping books stored in the warehouse because the school does not yet have a library and assisting the teachers' needs (p2, 17 to 20).

3. Helping teachers adapt to school technology

During online learning implemented due to the COVID-19 pandemic, technological adaptation was a major problem faced by virtually all teachers. The sudden demand caused the majority not to have enough time to upgrade their ability to use technological devices in learning, as stated by one of the participants below:

My friends and I held a workshop to introduce a "Canva" design application to facilitate teachers to create learning media, certificates, banners for school activities, or concept maps. Besides that, my friends and I also held a workshop on Google Workspace consisting of Google Classroom, Google Meetings, Google Forms, and Google Drive. This was based on the fact that initially, only a few of them were able to use Google Workspace to support distance learning (P4, 16 to 24).

The story of P4 shows that majority of the teachers are not yet proficient in using technology to assist online learning. This condition provides an opportunity for pre-

service teachers to share the strategies needed to access various platforms in online learning. "The program organized by P4 starts with adapting to zoom meetings, google meet, Microsoft Excel, and how to scan using a cellphone" (p1, 15 to 17). A similar story was also reported by P3, as follows:

> I discovered that the teachers used manual (handwritten) report cards, which was quite different from the surrounding schools that had switched to the automatic type with the help of Microsoft Excel and similar applications or programs. This prompted me to design automatic report cards using Microsoft Excel to help the school adapt to technology. They received positive responses from the teachers, students, and parents (P3, 7 to 12).

4. Developing school programs

Pre-service teachers also shared certain experiences in developing school programs, such as making webinars, holding national day commemoration competitions, engaging in-home visits, and forming study groups. One of the participants stated that they engaged in-home visit programs because it was discovered that some students did not have the motivation to learn while studying from home.

> Home visit programs are for students who have no motivation to learn. They are guided and assisted until they become active in learning (P4, 9 to 12).

Additionally, the formation of study groups is also needed during the pandemic because it aids students who have learning difficulties. "I create study groups for lower grade students and guide them in their reading guidance" (P5, 18 to 20). Another participant explained as follows:

> Another valuable experience was when my friends and I made a national webinar with the theme "Improving Teacher Competence through Fun Learning and Dancing in the New Normal Era." My friends and I were very happy because there were many enthusiasts from school teachers who wanted to take participate, and in a short time, it was completed without any obstacles (P1, 7 to 11).

4.2. Receiving experience

The theme receiving experience simply means that during the *kampus mengajar* program, the participants acquired knowledge, and skills from the school, especially learning directly from their teachers. Likewise, in sharing experience, 100% of participants also reported receiving experience while attending the *kampus mengajar* program. The sub-themes are being trusted, getting the appropriate opportunity, and gain real experience.

1. Being trusted

Most of the participants (n=12) enthusiastically shared how they were trusted by the school to carry out various activities, either in the form of hosting an event, contributing ideas for its development, or the provision of teaching materials. P1 was entrusted with hosting the graduation ceremony. "P1 felt more confident because she properly executed the task" (P1, 43 to 45). In line with the P1's story stated that:

> The classroom teacher trusted them to provide teaching materials in ICT learning and help assess the students during practice. This experience gave me a clearer picture of tomorrow when I become a teacher in developing learning materials (P7, 24 to 29).

2. Getting the opportunity

Getting the opportunity during a *kampus mengajar* program enhances pre-service teachers' professionalism. The participants shared many stories about accompanying the students during competitions, giving speeches in a series of events, especially in the Ramadhan month, aiding children with special needs, and contributing ideas for school

development. P6 reported his experiences when he had the opportunity to assist students in various competitions and succeeded in leading them to win at the regency and provincial levels.

> At the end of the *kampus mengajar* program, I was happy because the students I mentored won the competition. Meanwhile, at the sub-district level, those who participated in the dance and weaving competition each won 3rd place. They were also invited at the regency level, and alhamdulillah the student who took part in the weaving competition, won 1st position while those that participated in dancing won 2nd place. All thanks to the teachers who cooperated, the students are able to participate in the weaving competition, besides, I am excited, touched, and proud (P6, 7 to 13).

P5 reported that their trust in him when he attended various meetings to convey ideas made him feel valued.

> During the meeting, I was also allowed to express my opinion regarding any experience during my time at the school. I feel appreciated by the teachers irrespective of whether I am still a student (P5, 56 to 58).

Similarly, P7 reported that accompanying students with special needs was a valuable opportunity for him to understand their learning characteristics. "The opportunity was given to me by the class teacher to accompany them directly. Therefore, I was privileged to understand how much students learn" (P7, 35 to 37). On another occasion, P6 also reported that "I was allowed to give a speech for 2 days at a short-term Islamic boarding school activity during the Ramadhan month. At first, I was embarrassed however, thank God I was able to deliver it properly" (P6, 40 to 43).

3. *Obtain real experiences*

The *kampus mengajar* program has provided best practices for pre-service teachers, such as carrying out learning, increasing students' motivation, engaging in-home visits, working selflessly, being a parent figure, teaching sincerely, giving rewards, not discriminating against them, and properly managing the school program. Interestingly, more than half of the participants recounted this experience (n=9). P3 told how she got real experiences in managing character education and strengthening certain programs.

> I discovered an interesting thing about religious character education. The school is good at implementing this subject, and the parents really appreciate this, which also amazes me. This religious character is applied based on ahlussunah wal jama'ah (P3, 14 to 18).

In contrast to P3, who gained several experiences in managing a school program, P4 tells how she obtained real experiences from this learning activity.

> I gained experience from the teachers in terms of executing the learning process. Besides, I am aware of how the teachers continuously motivate the students by properly delivering the learning materials and communicating with them (P4, 43 to 47).

A similar experience was also shared by P4 and P7. P4 witnessed how the teachers visited the students' respective homes. "I came to understand how they are guided selflessly, regardless of their background." Furthermore, "I also understood how to act as a second parent figure (P4, 78 to 82). P7's story reinforces this subtheme, "I gained certain experiences from the classroom teacher about how to give attractive rewards and teach sincerely without discriminating" (P7 92 to 95).

4.3. Professional skills develop

The sharing and receiving experiences gained by pre-service teachers during the *kampus mengajar* program aided them to develop pedagogic, professional, personal, and social competencies needed to boost their professionalism. This theme is formed by 2 sub-themes as follows, soft and honed skills.

1. Enhance soft skills

Soft skills are one of the important abilities that need to be embraced by prospective teachers in terms of carrying out their duties professionally. It aids in establishing communication, maintaining good relations with colleagues, students, and the surrounding community, and being inclusive and developing emotional maturity, tolerance, and social sensitivity. The *kampus mengajar* program has enabled the research participants to acquire all these attributes. An interesting story was told by P8:

> I learned how to communicate with teachers from different religious backgrounds. In this school, the students were of 2 beliefs, Hinduism and Islam. Based on my observations, the majority of Islamic students often discriminated against those with different beliefs. I was forced to teach them how to tolerate one another. Therefore, I developed the habit of reading stories related to tolerance in the mornings (P8, 46 to 55).

P2's participation in the *kampus mengajar* program impacted "My communication, leadership, and self-confidence skills improved" (P2, 69 to 73). Similarly, P10 stated that "My personality was developed, especially in the aspect of discipline, and ensuring there is harmony among my peers, mentors, and students" (P10, 40 to 43). For P1, this program triggered some attributes. "My social sensitivity is getting higher because I often communicate with teachers, parents, and all the students" (P1, 53 to 56, P3, 59 to 60). Meanwhile, P8 stated that schools outside Java give her concern about the existence of inequality in this country.

> Interacting with principals, teachers, and students made me realize how visible the gap is between these institutes and the elementary ones during my internship in Yogyakarta (P8, 3 to 6).

2. Skills are more honed

One advantage of field experience is that pre-service teachers have the opportunity to put their knowledge into practice, although this is not necessarily acquired while studying on campus, therefore, their skills are honed, as stated by P9.

> While following the *kampus mengajar* program, I felt happy to be able to teach in Elementary School. What my friends and I gained from it, was not obtained on campus (P9 4 to 11).

The opportunity to instill knowledge in the real-world context tend to ultimately hone the skills of pre-service teachers, as reported by P2.

> The *kampus mengajar* program serves as a forum to practice my skills, gain experience, and turn it into an extraordinary lesson (P2, 138 to 141).

4.4. Program challenges

Although the *kampus mengajar* program offers several benefits for pre-service teachers to enhance their professionalism, it is undeniable that it has numerous challenges that need to be overcome. All participants (n=15) shared this experience, besides, this theme is formed by 3 sub-themes, such as time management, program socialization, and coordination between organizers.

1. Program socialization

As a new initiative by the Ministry of Education and Culture (launched in early 2020), program socialization is a major problem in implementing *kampus mengajar*.

Moreover, all participants complained about this issue (n=15). The lack of socialization caused this program not to run optimally. P11 stated that "Hopefully, the *kampus mengajar* needs to be socialized because many students still do not know about this program" (P11, 88 to 90). The other participants had similar experiences, as recounted by P2.

> Many students who participated in the *kampus mengajar* program are still not aware of the materials to be taught in elementary schools. Moreover, they do not know how to maximize their objectives (P2, 160 to 163).

> P5 stated a similar experience, as follows:

> The socialization of *kampus mengajar* needs to be expanded, assuming it's possible because many students are still not aware of this program (P5, 76 to 80).

2. Coordination between organizers

Lack of socialization has caused most of the parties involved in *kampus mengajar* not to have the same perception about this program. Therefore, there is a need for coordination between organizers. This challenge was also shared by all participants (n=15). P11 recounts her experience, as follows:

> *Kampus mengajar* should be socialized in schools that have been selected as partners to ensure there are no misunderstandings because many equate this program with internships and real work lectures (KKN). Meanwhile, whenever my friends and I, who are participants, do not come to class, as usual, one of the teachers says, "you need to teach?" even though this program focuses more on Literacy and Numeracy (P11, 92 to 98).

Other participants also discussed the lack of coordination between the organizers, which resulted in the selection of schools that did not fulfill the criteria. Based on the interview held with P7 and P12, it was reported, as follows:

> The selected schools really need to be observed to ascertain whether it deserves to be improved or assisted through student creativity, aspirations or attention of the organizers in terms of realizing program (P7, 114 to117).

> The *kampus mengajar* program socialization needs to be re-expanded because individuals, such as the schools where I was assigned to, are not aware of its existence (P12, 33-37).

P12's experience shows that the idea or initiative made by the Ministry of Education, Culture, Research, and Technology regarding the recognition of *kampus mengajar* program and its division into course credits has not been fully understood by the host universities.

3. Time management

Time management is also one of the themes that were complained about by many participants, including being out of sync with the learning schedule at school, or the university, which is considered less specific, therefore, its utilization becomes ineffective. P1 reported that "I felt that the allotted time was inappropriate because when the school lesson was over, I had just been sent to the field, and this was regretted by many teachers" (P1, 83 to 85). This issue also occurred because the schedule for the assignment and that of the campus also coincided. This is burdensome for the participants because the majorities are undergraduates. "As a result, I missed a few courses on campus, and for college, I had to work hard because I have a huge responsibility" (P11, 83 to 85). The division of the *kampus mengajar* program schedule was also an obstacle for some participants, as explained by P14.

> There is a need for more detailed scheduling of the objectives to be achieved during the assignment, such as helping out with the teaching process, including admin-

istration and technological adaptation. Therefore, the intention of the Ministry of Education and Culture as the goal of the *kampus mengajar* program is carried out properly (P14, 83 to 86).

4. Discussion

The main findings of this research show that pre-service teachers benefit from the *kampus mengajar* program through sharing and receiving experiences to enhance their professionalism. They share by successfully building motivational and varied learning opportunities, helping school administrators and colleagues to adapt to technology and other activities. Meanwhile, receiving experience was obtained because pre-service teachers are trusted by the school and gaining real experience on various educational programs that have been theoretically studied on campus. In general, this research showed that the placement of pre-service teachers in schools has authentic and real experiences, with mutually benefit between schools and universities.

The experience gained by pre-service teachers during their 3-month assignment is an important opportunity to improve the needed skills. This centers on professional learning at the workplace, where they understand the daily realities of school life. Professional experience provides opportunities for pre-service teachers to harmonize ideas and theories that were learned at the university [16]. They are expected to develop a teaching philosophy by transferring the acquired theoretical knowledge into an authentic learning context under real conditions. This process gained comprehensive and insightful constructive feedback from more experienced teachers perceived as mentors [18][7]. Therefore, pre-service teachers need more practical opportunities to boost their professionalism [18].

However, becoming a professional teacher requires balancing the time devoted to studying various theories learned at the university and learning in real-world contexts. There is a need for the meaningful integration of these 2 experiences to improve prospective teachers' learning and professional outcomes [17]. Interestingly, these sharing and receiving of experiences are also described by Brante [66] regarding the need for a link between scientific theory and professional practice. It was referred to as a "dialectic between know-why and know-how, based on a shared platform of science and profession"[66]. According to Brante, the meeting between practitioners and scientists is relevant for both parties because the model quality depends on being "developed, modified, and occasionally rejected by input from both parties, namely from a scientific or theoretical and professional or applied aspects." In this research, practitioners mentor these teachers when they are given assignments. The *kampus mengajar* program offered real and authentic experiences in guiding students, performing administrative tasks, helping their colleagues adapt to technology, and developing various academic tasks. Furthermore, they also gain trust, opportunities, and best practices from their mentors in studying the professsional world of learning. Scientists are played by field supervisors as well as the theories learnt on campus. All these processes are packaged in sharing and receiving experiences. It is assumed that the "picture of the subject matter is perceived as a shared perspective of basic causal mechanisms" [66].

The sharing and receiving of experiences led to the development of professional competencies. In this research, it was reported that by participating in the *kampus mengajar* program, these teachers developed soft and honed skills components. These results reinforce previous findings [67][8][68] stated that collaboration and partnerships between schools and universities tend to support pre-service teachers in terms of improving their professionalism. During the placement process, their mentors play a vital role in guiding and boosting their growth [69]. In order for this process to be effective, these mentors are expected to possess good communication skills and clearly articulate each party's roles. Therefore, those selected were based on expertise and not just a matter of seniority [12]. In the campus teaching program, tutors is teachers appointed by the principal to assist participants during assignments at school. The tutors' selection is

based on their competence in terms of pedagogic, professional, social, personality, use of information technology in learning, and school management skills.

Although the *kampus mengajar* program aids participants in developing their professional experience, it was admitted that it still left some managerial challenges, such as time management, program socialization, and coordination between organizers. Hasty time management causes pre-service teachers to find it difficult to reconcile their various activities at the school and on campus because it coincides. This is exacerbated by the socialization of the program, which is still not optimal. Pre-service teachers, mentors, principals, supervisors, and universities have different perceptions. Therefore, coordination between the ministry of education, culture, research, and technology (Kemendikbudristek) as the program's host, universities-supervisors, and schools needs to be improved. This condition also aligns with the various challenges encountered in previous field experiences. Hoffman et al. [41] stated that the lack of coordination between the mentors at schools and supervisors at universities contributed to the substantive support of pre-service teachers.

Generally, these findings indicate the urgency of a stronger theoretical framework on the linkage between the Ministry of Education, universities, and schools as a whole to be more proactive and responsible in producing prospective professional teachers. This is also in line with the post-practical method paradigm where teachers are no longer considered as consumers of theory [70], rather, they are perceived as constructors. The pattern is also relevant to recent studies that propose that professional development is a bottom-up process [32]. This implies that appropriate professional learning is realized through various "differentiated, and contextualized stages, related to practical, curious, collegial, and collaborative problems." Furthermore, it represents an active process that shapes and promotes the teachers' learning skills [71]. Dewey's experiential theory creates meaningful experiences while engaging in the teaching profession [72]. This allows pre-service teachers to translate the basics of theoretical courses into practical learning activities in the classroom [73]. Theories learned in universities from reading and analyzing texts, lectures, tutorials, and discussions are also encountered through teaching practice in authentic settings to minimize the gap between this hypothesis and practice [74]. Contextual involvement of pre-service teachers is important. Burns [75] stated that "teacher learning is not perceived as translating knowledge and theory into practice rather as an effort to embrace new ones by participating in certain social contexts, activities, and processes. This is sometimes called "practitioner knowledge," the primary source of practice and understanding for teachers.

In Indonesia, the time given for the field introduction program of previously existing pre-service teachers in internships/practice field is only 1 month. This program is considered unable to provide authentic experiences to students due to the short assignment time, monotonous task dimensions, and inadequate supervision from university supervisors at the school. Meanwhile, programs to increase teachers professionalism in the form of Professional Education and Training through certification programs are also considered ineffective [76]. One of the alternatives to introducing pre-service teachers to a more challenging real-life school, diverse peer collaboration experience, varied programs, and longer school assignments is by using the *kampus mengajar* technique.

This research successfully revealed how *kampus mengajar* program provides real experiences to pre-service teachers through sharing to enhance their professionalism. The experience gained by teachers is used to guide students, perform school administrative tasks, assist colleagues in schools in adapting to technology, develop various academic tasks, and provide a workplace conducive for learning. However, this research was unable to reveal how *kampus mengajar* program can improve the hard core of pre-service teachers teaching quality because the focus was on the "assignment" stage [46]. The last stage determined the quality through four important activities, namely complete the self-assessment, request and complete peer assessment, and confirm the completion process [46].

Educ. Sci. **2022**, *12*, x FOR PEER REVIEW

16 of 20

5. Conclusions

This research discovered that the *kampus mengajar* program is utilized by pre-service teachers to share and receive experiences. With this reciprocal process, all parties benefit from the process. Mentors and school teachers tend to upgrade their skills relating to managerial practice and classroom learning by sharing insights and theories. Conversely, pre-service teachers improve themselves because they have the opportunity to experience real school life and acquire real experience including learning from their mentors. This research has several limitations, first only pre-service teachers, principals, and supervisors involved in the *kampus mengajar* program were interviewed. The characteristics of the curriculum implemented in the elementary schools are different from those implemented in the next level, which led to the conclusion that this research tends not to be generalized. Furthermore, due to technical limitations, data collection was realized using a single technique, namely interviews. Third, this research did not compare the effectiveness of the campus teaching program with those accepted by pre-service teachers in enhancing their professional experience. These created an opportunity for future studies to explore this problem from various perspectives. Subsequently, there is a need to ascertain how this *kampus mengajar* program is utilized by pre-service teachers to develop their professionalism by involving various participants and more diverse data collection techniques. Further research capable of comparing the effectiveness of campus teaching programs with other pre-existing ones are needed for the continuous evaluation of various programs from the Ministry of Education. It is also important to determine how *kampus mengajar* alumni adapt to the demands of the real working-class world, such as the significant differences in the readiness of alumni and non-alumni teachers.

References

[1] M. C. Chang, S. Al-Samarrai, S. Shaeffer, A. B. Ragatz, J. De Ree, and R. Stevenson, *Teacher reform in Indonesia: The role of politics and evidence in policy making*. World Bank Publications, 2013.

[2] H. Tanang and B. Abu, "Teacher Professionalism and Professional Development Practices in South Sulawesi , Indonesia," vol. 3, no. 2, pp. 25–42, 2014, doi: 10.5430/jct.v3n2p25.

[3] D. Sulisworo, R. Nasir, and I. Maryani, "Identification of teachers' problems in Indonesia on facing global community," *Int. J. Res. Stud. Educ.*, vol. 6, no. 2, 2016, doi: 10.5861/ijrse.2016.1519.

[4] F. Jalal, *Teacher certification in Indonesia: A strategy for teacher quality improvement*. Departemen Pendidikan Nasional, Republik Indonesia, 2009.

[5] M. M. H. Cheng, A. Y. N. Cheng, and S. Y. F. Tang, "Closing the gap between the theory and practice of teaching: Implications for teacher education programmes in Hong Kong," *J. Educ. Teach.*, vol. 36, no. 1, pp. 91–104, 2010, doi: 10.1080/02607470903462222.

[6] C. Kwenda, S. Adendorff, and C. Mosito, "Student-teachers' understanding of the role of theory in their practice," *J. Educ. (University KwaZulu-Natal)*, no. 69, pp. 139–160, 2017, doi: http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682017000200007.

[7]   K. Zeichner, "Rethinking the connections between campus courses and field experiences in college-and university-based teacher education," *J. Teach. Educ.*, vol. 61, no. 1–2, pp. 89–99, 2010, doi: 10.1177/002248710934767.

[8]   J. Kertesz and J. Downing, "Piloting teacher education practicum partnerships: Teaching alliances for professional practice (TAPP-Tas)1," *Aust. J. Teach. Educ.*, vol. 41, no. 12, pp. 13–24, 2016, doi: 10.14221/ajte.2016v41n12.2.

[9]   L. Darling-Hammond, "Assessing teacher education: The usefulness of multiple measures for assessing program outcomes," *J. Teach. Educ.*, vol. 57, no. 2, pp. 120–138, 2006, doi: 10.1177/0022487105283796.

[10]   L. Darling-Hammond, "Teacher education and the American future. Charles W. Hunt lecture," 2009.

[11]   D. B. Loo, R. Maidom, and N. Kitjaroonchai, "Non-native English speaking pre-service teachers in an EFL context: Examining experiences through borderland discourse," *Asia-Pacific J. Teach. Educ.*, vol. 47, no. 4, pp. 414–431, 2019, doi: https://doi.org/10.1080/1359866X.2019.1607252.

[12]   U. Sulistiyo, "Improving English as a foreign language teacher education in Indonesia: The case of Jambi University," *Unpubl. Dr. thesis). RMIT, Melbourne. https//researchbank. rmit. edu. au/eserv/rmit*, vol. 161521, 2015.

[13]   R. Le Cornu, "Professional experience: Learning from the past to build the future," *Asia-Pacific J. Teach. Educ.*, vol. 44, no. 1, pp. 80–101, 2016, doi: https://doi.org/10.1080/1359866X.2015.1102200.

[14]   L. Ingvarson, K. Reid, S. Buckley, E. Kleinhenz, G. N. Masters, and G. Rowley, "Best practice teacher education programs and Australia's own programs," 2014.

[15]   C. C. Gray, P. R. Wright, and R. Pascoe, "Raising the curtain: Investigating the practicum experiences of pre-service drama teachers," *Aust. J. Teach. Educ.*, vol. 42, no. 1, pp. 36–53, 2017, doi: 10.14221/ajte.2017v42n1.3.

[16]   S. Kennedy-clark, K. Eddles-hirsch, T. Francis, and G. Cummins, "Developing Pre-Service Teacher Professional Capabilities through Action Research Developing Pre-Service Teacher Professional Capabilities through Action," vol. 43, no. 9, 2018, doi: doi/abs/10.3316/aeipt.221584.

[17]   C. Deed, P. Cox, and V. Prain, "Enablers and constraints in achieving integration in a teacher preparation program," *Aust. J. Teach. Educ.*, vol. 36, no. 8, 2011, doi: 10.14221/ajte.2011v36n4.5.

[18]   Z. S. Genç, "More Practice for Pre-Service Teachers and More Theory for In-service Teachers of English Language," *Procedia - Soc. Behav. Sci.*, vol. 232, no. April, pp. 677–683, 2016, doi: 10.1016/j.sbspro.2016.10.092.

[19]   M. Qorib and R. Harfiani, "Independent campus policy in the new normal era," vol. 2, pp. 13–20, 2021, doi: http://download.garuda.kemdikbud.go.id/article.php?article.

[20]   E. Suhartoyo *et al.*, "Pembelajaran Kontekstual Dalam Mewujudkan Merdeka Belajar," *J. Pembelajaran Pemberdaya. Masy.*, vol. 1, no. 3, pp. 161–164, 2020, doi: 10.33474/jp2m.v1i3.6588.

[21]   N. Siregar, R. Sahirah, and A. A. Harahap, "Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0," *Fitrah J. Islam. Educ.*, vol. 1, no. 1, pp. 141–157, 2020, doi: 10.53802/fitrah.v1i1.13.

[22]   S. Sherly, E. Dharma, and H. B. Sihombing, "Merdeka belajar: kajian literatur," in *UrbanGreen Conference Proceeding Library*, 2021, pp. 183–190, doi: http://proceeding.urbangreen.co.id/index.php/library/article/view/33.

[23]   J. Eggleston, "Teacher professionalism and professionalization," *Chang. Gov. Educ.*, pp. 113–123, 2018.

[24]   M. A. Bair, "Professionalism: A comparative case study of teachers, nurses, and social workers," *Educ. Stud.*, vol. 42, no. 5, pp. 450–464, 2016, doi: 10.1080/03055698.2016.1219651.

[25]   K. L. Creasy, "Defining Professionalism in Teacher Education Programs.," *Online Submiss.*, vol. 2, no. 2, pp. 23–25, 2015, doi: https://eric.ed.gov/?id=ED563997.

[26]   D. Heck and A. Ambrosetti, "Reclaiming educator professionalism in and for uncertain times," in *Teacher education in and for uncertain times*, Springer, 2018, pp. 1–13.

[27]   B. Eickelmann and K. Drossel, *Lehrer* innenbildung und Digitalisierung-Konzepte und Entwicklungsperspektiven*. JSTOR, 2020.

[28]   T. E. Mukuna, "Integration of ICT into teacher training and professional development in Kenya," *Makerere J. High. Educ.*,

vol. 5, no. 1, pp. 3–21, 2013, doi: 10.4314/majohe.v5i1.1. 826

[29]   J. Roberts, *Language teacher education*. Routledge, 2016. 827

[30]   C. Leung, "Second/additional language teacher professionalism: What is it," in *Symposium*, 2012, pp. 11–27, doi: 828
         https://www.andrasprak.su.se/polopoly_fs/1.203898.1411040092. 829

[31]   L. Evans and M. S. Homer, "Academic journal editors' professionalism: perceptions of power, proficiency and personal 830
         agendas," 2014. 831

[32]   F. Dehghan, "Professional Development in Education Teachers ' perceptions of professionalism : a top- down or a bottom- 832
         up decision-making process ?," *Prof. Dev. Educ.*, vol. 00, no. 00, pp. 1–10, 2020, doi: 10.1080/19415257.2020.1725597. 833

[33]   A. Munandar, E. Maryani, D. Rohmat, and M. Ruhimat, "Establishing the profesionalism of geography teacher through 834
         authentic assessment field study," *Int. J. Instr.*, vol. 13, no. 2, pp. 797–818, 2020, doi: 10.29333/iji.2020.13254a. 835

[34]   O. Nessipbayeva, "The competencies of the modern teacher," *Bulg. Comp. Educ. Soc.*, pp. 148–154, 2019, doi: 836
         https://eric.ed.gov/?id=ED567059. 837

[35]   A. Lessing and M. De Witt, "The value of continuous professional development: teachers' perceptions," *South African J.* 838
         Educ., vol. 27, no. 1, pp. 53–67, 2007, doi: https://www.ajol.info/index.php/saje/article/view/25098. 839

[36]   S. Zein, "Factors affecting the professional development of elementary English teachers," *Prof. Dev. Educ.*, vol. 42, no. 3, pp. 840
         423–440, 2016, doi: 10.1080/19415257.2015.1005243. 841

[37]   H. Abbas, "Misteri Pelaksanaan Sertifikasi Guru," *Opini Kompas, Wednesday*, vol. 12, 2013. 842

[38]   B. Avalos, "Teacher professional development in teaching and teacher education over ten years," *Teach. Teach. Educ.*, vol. 27, 843
         no. 1, pp. 10–20, 2011, doi: 10.1016/j.tate.2010.08.007. 844

[39]   C. Walter and J. Briggs, "What professional development makes the most difference to teachers," *A Rep. Spons. by Oxford* 845
         Univ. Press. Retrieved July, vol. 20, p. 2015, 2012, doi: https://www.oupjapan.co.jp/sites/default/files/contents/events/od2018. 846

[40]   P. Grossman and M. McDonald, "Back to the future: Directions for research in teaching and teacher education," 2008. 847

[41]   J. V Hoffman *et al.*, "What can we learn from studying the coaching interactions between cooperating teachers and 848
         preservice teachers ? A literature review," *Teach. Teach. Educ.*, vol. 52, pp. 99–112, 2015, doi: 10.1016/j.tate.2015.09.004. 849

[42]   Ø. F. Standal, K. M. Moen, and V. F. Moe, "Theory and practice in the context of practicum: The perspectives of Norwegian 850
         physical education student teachers," *Eur. Phys. Educ. Rev.*, vol. 20, no. 2, pp. 165–178, 2014, doi: 10.1177/1356336X135086. 851

[43]   F. Crasborn and P. Hennissen, "The skilled mentor. Mentor teachers' use and acquisition of supervisory skills," *Eindhoven* 852
         Tech. Univ. Eindhoven, 2010. 853

[44]   J. Loughran, *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. Routledge, 2013. 854

[45]   A. Widiyono and K. Irfana, Saidatul., Firdausia, "Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di 855
         Sekolah Dasar," *Metod. Didakt. J. Pendidik. Ke-SD-an*, vol. 16, no. 2, pp. 102–107, 2021, doi: 10.17509/md.v16i2.30125. 856

[46]   S. B. Iriawan and A. Saefudin, "Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021," *Kementrian* 857
         Pendidik. dan Kebud. 2021, p. 37, 2021. 858

[47]   I. Wahyuni and A. Anshori, "Student response of Medan State University to independent campus discussion," no. 859
         September, pp. 110–116, 2021, doi: 10.12928/commicast.v2i2.3352. 860

[48]   T. Budiharso and B. Tarman, "Improving quality education through better working conditions of academic institutes," *J.* 861
         Ethn. Cult. Stud., vol. 7, no. 1, pp. 99–115, 2020, doi: 10.29333/ejecs/306. 862

[49]   F. Yusuf, "The Independent Campus Program for Higher Education in Indonesia: The Role of Government Support and the 863
         Readiness of Institutions, Lecturers, and Students," *J. Soc. Stud. Educ. Res.*, vol. 12, no. 2, pp. 280–304, 2021, doi: 864
         https://www.learntechlib.org/p/219847/. 865

[50]   R. N. Anwar, "Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar," 866
         J. Pendidik. dan Kewirausahaan, vol. 9, no. 1, pp. 210–220, 2021, doi: 10.47668/pkwu.v9i1.221. 867

[51]   O. A. Ige, "Using action learning, concept-mapping, and value clarification to improve students' attainment in ict concepts in social studies: The case of rural learning ecologies," *J. Soc. Stud. Educ. Res.*, vol. 10, no. 1, pp. 301–322, 2019, doi: https://dergipark.org.tr/en/pub/jsser/issue/45447/570415.

[52]   A. R. Strunc, "Are They Listening? Policymakers and Their Role in Public Education," *Res. Educ. Policy Manag.*, vol. 2, no. 1, pp. i–iii, 2020, doi: 10.46303/repam.02.01.ed.

[53]   B. Tarman and O. Chigisheva, "Editorial for special issue: Transformation of educational policy, theory and practice in post-soviet social studies education," *J. Soc. Stud. Educ. Res.*, vol. 8, no. 2, 2017, doi: https://dergipark.org.tr/en/pub/jsser/issue/32450/360860.

[54]   C. Yohana, R. F. Rachma Dania, and D. Prihandono, "Study of the influence of education and literation of entrepreneurship in vocational high schools: Indonesian case," *Acad. J. Interdiscip. Stud.*, vol. 10, no. 1, pp. 34–50, 2021, doi: 10.36941/ajis-2021-0004.

[55]   R. Cooper and A. Fleisher, "Building connections : an interpretative phenomenological analysis of qualitative research students ' learning experiences," *Qual. Rep.*, vol. 17, no. 17, pp. 1–16, 2012, doi: https://eric.ed.gov/?id=EJ974974.

[56]   J. W. Creswell and J. D. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

[57]   P. E. Hershberger and K. Kavanaugh, "Comparing appropriateness and equivalence of email interviews to phone interviews in qualitative research on reproductive decisions," *Appl. Nurs. Res.*, vol. 37, pp. 50–54, 2017, doi: 10.1016/j.apnr.2017.07.005.

[58]   N. James, "Using email interviews in qualitative educational research: creating space to think and time to talk," *Int. J. Qual. Stud. Educ.*, vol. 29, no. 2, pp. 150–163, 2016, doi: 10.1080/09518398.2015.1017848.

[59]   M. Saarijärvi and E. L. Bratt, "When face-to-face interviews are not possible: Tips and tricks for video, telephone, online chat, and email interviews in qualitative research," *Eur. J. Cardiovasc. Nurs.*, vol. 20, no. 4, pp. 392–396, 2021, doi: 10.1093/eurjcn/zvab038.

[60]   L. Schwartz, W. Beamish, and L. McKay, "Understanding social-emotional reciprocity in autism: Viewpoints shared by teachers," *Aust. J. Teach. Educ.*, vol. 46, no. 1, pp. 24–38, 2021, doi: 10.14221/ajte.202v46n1.2.

[61]   H. Morgan, "Understanding thematic analysis and the debates involving its use," *Qual. Rep.*, vol. 27, no. 10, pp. 2079–2091, 2022, [Online]. Available: https://doi.org/10.46743/2160-3715/2022.5912%0Ahttps://nsuworks.nova.edu/tqr/vol27/iss10/2/.

[62]   V. Braun, V. Clarke, V. Braun, and V. Clarke, "Applied Qualitative Research in Psychology," *Appl. Qual. Res. Psychol.*, vol. 0887, no. 2006, 2017, doi: 10.1057/978-1-137-35913-1.

[63]   K. Robson, C., & McCartan, *Real world research (4th ed.)*. Chichester, UK: Wiley., 2016.

[64]   R. K. Yin, *Applications of case study research*. Sage, 2011.

[65]   W. N. Suter, *Introduction to educational research: A critical thinking approach*. SAGE publications, 2011.

[66]   T. Brante, "Professions as science-based occupations," *Prof. Prof.*, vol. 1, no. 1, pp. 4–20, 2011, doi: 10.7577/pp.v1i1.147.

[67]   J. D. Kenny *et al.*, "Science Teacher Education Partnerships with Schools (STEPS): partnerships in science teacher education.," *Aust. J. Teach. Educ.*, vol. 39, no. 12, pp. 43–65, 2014, doi: 10.14221/ajte.2014v39n12.4.

[68]   C. Sim, "Sustaining productive collaboration between faculties and schools," *Aust. J. Teach. Educ.*, vol. 35, no. 5, pp. 18–28, 2010, doi: 10.14221/ajte.2010v35n5.2.

[69]   J. de Dios Martínez Agudo, "What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers," *Aust. J. Teach. Educ.*, vol. 41, no. 5, pp. 36–51, 2016, doi: 10.14221/ajte.2016v41n5.3.

[70]   B. Kumaravadivelu, *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge, 2012.

[71] N. Mockler, "Teacher professional learning under audit: reconfiguring practice in an age of standards," *Prof. Dev. Educ.*, no. January, 2020, doi: 10.1080/19415257.2020.1720779.

[72] M. Schmidt, "Learning from teaching experience: Dewey's theory and preservice teachers' learning," *J. Res. Music Educ.*, vol. 58, no. 2, pp. 131–146, 2010, doi: 10.1177/0022429410368723.

[73] T. Yeigh and D. Lynch, "Reforming initial teacher education: A call for innovation," *Aust. J. Teach. Educ.*, vol. 42, no. 12, pp. 112–127, 2017, doi: 10.14221/ajte.2017v42n12.7.

[74] H. Mudra, "Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia," *Qual. Rep.*, vol. 23, no. 2, pp. 319–344, 2018, doi: 10.46743/2160-3715/2018.3115.

[75] A. Burns, *The Cambridge guide to second language teacher education*. Ernst Klett Sprachen, 2009.

[76] M. Fahmi, A. Maulana, and A. A. Yusuf, "Teacher certification in Indonesia: A confusion of means and ends," *Cent. Econ. Dev. Stud. Padjadjaran Univ.*, vol. 3, no. 1, pp. 1–18, 2011, doi: https://core.ac.uk/download/pdf/9310848.pdf.

910
911
912
913
914
915
916
917
918
919
920
921