CHAPTER II

REVIEW OF LITERATURE

In this chapter consists of previous studies, some related ideas, and conceptual framework.

A. Previous Study

To avoid making the same assumptions as this study, the researcher included relevant findings of previous studies. Previous research was conducted with the aim of obtaining comparative and reference materials, and the findings of the study are as follows :

(Hamzah, 2021), "Implementation of the Teaching Campus of the first batch of the Kemdikbud Independent Learning Program in elementary schools". The research subjects were SDN 44 Padaria Maros Regency, and qualitative methods used were observation, interview, and documentation. The result of this study is that this program implements the teaching and learning process, helps teachers adapt learning technologies, and helps them organize learning.

(Assa et al., 2021) with the title " Teaching Strategy of Ecosystems in Jakarta for Elementary School Students". The research conducted on students SD Kalisah Jakarta. The findings demonstrated that: (1) students understood ecosystems better when taught using outdoor tactics than when taught using indoor strategies; and (2) students understood ecosystems in terms of development, maintenance, and use, which ensured sustainable environmental management.

(Zainuddin & Hardiansyah, 2023), " Teacher Classroom Management Skills and its Implementation in Primary School Learning". The researcher used qualitative with interview, observation and questionare. The result is demonstrated the teachers' ability to fairly administer their classes while adhering to classroom management guidelines. The instructors were friendly and passionate. They established discipline, offered challenges and reinforcement, cared about the classroom atmosphere, created a supportive learning environment, and had strong communication skills. As a result, the teachers' ability to run the class was rated as good (69.1%).

Juniarti 2022, "Teaching Campus Program to Improve Student Literacy and Numeracy at SD 014 Kampung Baru". The scope of teaching campus activities includes learning in all subjects that focus on literacy and numeracy, technology adaptation, and school managerial administrative assistance. The results of the experience during the Teaching Campus Program can provide benefits for students, hone their leadership skills, have teaching experience and can collaborate with teachers.

(Santoso et al., 2022), "Implementation of teaching assistance, technology adaptation and administration in the teaching Campus Program" . Helping students contribute to learning in primary and junior secondary schools with the guidance of Field Supervisors is the aim of this study. The Program is implemented through a variety of methods, including teaching assistance, technological change, and management for the teachers and students involved. This study shows that campus teaching provides benefits for all parties involved, including schools, students, and supervisors.

It can be concluded that the teaching campus is a program of MBKM that is sheltered by the government. This Program is designed for students in order to develop the capacity of each student and provide students to be able to

B. Some Pertinent Ideas

1. Merdeka Belajar Kampus Merdeka (MBKM)

Merdeka Belajar-Kampus Merdeka or MBKM is the policy of Merdeka Belajar Kampus Merdeka aimed at creating an innovative learning culture, not constraining, and in accordance with the needs of students by enabling independent and flexible learning in universities. MBKM itself is a curriculum launched by the government under the auspices of the kementrian Pendidikan Kebudayaan Riset dan Teknologi or KEMDIKBUDRISTEK in 2021, which was initiated by Mr. Nadiem Bakarim. *Buku Ragam Kampus Merdeka (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2023)*

MBKM is designed so that students can adapt to any changes that exist both to cultural, social, work and technological changes that are increasingly rapid today. In making a program can not be separated from the legislation that became the legal basis in Indonesia. The legal basis for forming higher education in the range of improving the quality of education for higher education graduates is as follows: (1) Government Regulation No. 04 of 2014, on the implementation of higher education and management of higher education. (2) Law No. 20 of 2003, concerning the national education system. (3) decree of the Minister of education and culture of the Republic Indonesia number 74 of 2021 regarding recognition of semester credit units for the merdeka campus program. (Nizam, 2021)

one of the program policies of MBKM is the right to study for 3 semesters outside the study program. What is meant by the author of the right to study for 3 semesters outside

the study program is that (1) students can take 2 semesters outside of college with a total of 2 semster credits, namely 40 credits. (2) students can take 1 semester outside the study program with the same college with a total of 20 credits The purpose of this MBKM is designed in such a way that it can help students, namely : (1) strengthening the ability of graduates, both soft skills and hard skills, to be more prepared and relevant to the Times. (2) facilitate the growth of potential students based on their interests and talents. (3) produce graduates who will be the future leaders of the nation with character and strength . The free college library.

It can be concluded that MBKM opens opportunities for students to study outside the study program for 3 semeseter, to develop an independent disciplinary attitude, learn new things such as culture, environment, language, and other differences. But to make the students remain one as a symbol of unity in diversity.

2. Experience

One way to increase learning, understanding of something that has or has not been done is from an experience. According to KBBI experience is already lived, experienced, and felt. According to (Mulyatno, 2022), experience helps humans learn wisely in the context of their lives.

According to (Alwisol, 2012) Episodic memory, which is a memory that receives and stores events that occur or experience a person at a certain time and place, serves as an autobiographical reference. Autobiography is a person's written work to tell his experience. According Lewit as quoted by Notoadmojo (1993), says that behavior is the result of experience and the process of interaction with the environment. So that attitudes and actions affect the driving and restraining forces in balance. If there is an imbalance between the two forces in a person, their behavior can change.

According to Carol Wade and Carol Tavris (2008), experience greatly influences how a person prepares something that is felt (known, done, and perceived). Experience also affects the awareness of something caught by the human senses. This perception is not only determined by objective stimuli, but is also influenced by the state of the perceptor's self. (Rama, 2019)

Experience is also defined as the process of a life journey, problems, challenges to gain knowledge and insight of a person increases, where this experience can be a good experience or a bad experience. Bad experiences will be a memory to be a learning while good experiences will continue to be developed, shared with others and can even be an example for others that can be used as inspiration. In this research has discussed two topics, namely class management and Teaching Strategy.

a. Classroom Management

Classroom management is a term used to describe how to effectively manage a classroom. According to Markus Oci (2018) Managing a classroom is a skill that teachers must have to decide, understand, diagnose, and act towards improving the classroom atmosphere on aspects of classroom management. The main task of the teacher is to create a classroom atmosphere where learning interactions occur to the maximum extent possible, to increase and improve learning, to ensure that students remain interested and engaged in the lesson and convey knowledge. (Oci, 2019)

The purpose of classroom management is to increase effectiveness and efficiency to achieve a goal in learning. With good classroom management, learning runs smoothly and students can maximize their potential. Therefore, it can be concluded that the purpose of classroom management is to provide, create, and maintain ideal classroom conditions so that students can learn well. There are three core objectives of classroom management, namely:

1). Managing Learning

Classroom discipline is an orderly classroom situation where teachers and students adhere to established rules. Students should be instilled with discipline early on in school. School is the main place where people learn and understand how important it is to have discipline in daily life. Students will get used to discipline if there are classroom rules and regulations that are applied every day and consistent control. Classes should have rules and regulations. These rules and regulations should be taught and modeled to students and followed consistently. Rules and regulations are used to control the behavior expected of students

2). Behavioral Change

Learning is the change or transformation provided by teachers to students or learners. It includes knowledge, skills, and behaviors that students learn. Reinforcement can be used to change student behavior, but these small changes lead to complex behavior. This reinforcement can encourage someone to continue or stop their behavior. There are two types of this reinforcement: intrinsic (feeling satisfied) or extrinsic (rewarding). In classroom management, actions are taken to change the behavior of students during learning activities. Therefore, to achieve the goal of effective classroom management, a teacher must be able to apply an approach that is based on behavior change.

3). Establishing communication with students

Lectures and discussions are alternative methods that allow good communication between teachers and students. Good communication includes interaction between students, teachers and other students. A good teaching and learning activity is when teachers and students can communicate with each other in two directions and optimize communication between each other. The management of teaching and learning activities is very important, but teachers must also give their students the freedom to reflect or actively communicate with each other

b. Teaching Strategy

Teaching strategies are plans or approaches used by teachers or educators to achieve learning objectives effectively and efficiently. This strategy includes methods, techniques, and steps designed so that the subject matter can be delivered in a way that is easily understood by students. According to Calvert L (2018) the current millennial generation shows that this generation needs fun, interesting and varied learning rather than passive and monotonous learning from in to out.

Teaching strategies for millennials require innovative, interactive and technology-based approaches in order to meet their learning characteristics and needs. Millennials are known for their high digital skills, so learning strategies need to integrate information and communication technology effectively. This aims to make learning more relevant and in accordance with the real world they face

According to (Daud, 2020), there are two strategies that can be carried out by teachers in learning, namely:

1). Guided Learning Model

One of the characters of this generation does not like education that is limited to reading and listening. They are quick to access information and learning materials, and are more interested in observation and hands-on learning. However, there is a drawback that must be considered: this generation lacks in analyzing the validity of information, so teachers need to provide guidance and direction on what they find. This means that teachers have to help their students in this regard.

2). Visual and Based-Learning

Since this generation's brain structure is more focused on developing visual aspects, learning should be presented in a visual form. This is done because this generation easily understands images. Visual-based learning is an edutainment approach used in the classroom. It cuts out conventional learning approaches such as note-taking and lecturing. This method incorporates visual learner materials, stories, game learning, and informal teaching.

3. Kampus Mengajar

MBKM itself has several programs in it including campus teaching. Campus teaching is a one way Program to improve the quality of learning in schools and colleges by providing students with the tools they need to maximize their abilities. (Sumani et al., 2022b)

Kampus Mengajar is held to students who are given the opportunity to learn outside the campus through cooperation with teachers in elementary, secondary, and vocational education units through the campus teaching Program. The teaching campus started in 2021 ago with Class 8 until now. In the campus teaching program, students are only allowed to take 1 semester with an award or conversion of 20 credits.

In designing a program can not be separated from the legal foundations. The legal basis used in organizing teaching campuses is: (1) Government Regulation Number 4 of 2014 concerning the implementation of Higher Education and College Management (2) Presidential Regulation Number 62 of 2021 concerning the Ministry of Education and Culture, Research, and Technology (3) decree of the Minister of Education and Culture number 74/P/2021 concerning recognition of Semester credit units for independent campus Program learning.

The purpose of the teaching campus is the first for the conception of students which includes : (1) leadership skills, social empathy, and critical thinking when designing programs with groups and schools. (2) problem-solving ability during assignments, where students are asked to find creative and innovative solutions. (3) the ability of cooperation and team management across different varieties and fields of science to achieve group goals in solving problems. (4) creative ability and innovation in designing models, methods, strategies, and technical education through collaboration with teachers. (5) communication skills during the assignment. *Buku Panduan KM 7 (Kemendikbud, 2020)* The second is to increase the variety of approaches that students use to learn literacy and numeracy.

Campus teaching held to students given the opportunity to learn outside the campus through cooperation with teachers in elementary education units, junior high schools, and vocational schools through the campus teaching Program. The first batch of teaching campuses began in 2021 until the current batch of 8. The requirements of the teaching campus are active students, be it diploma three D3, diploma four D4, S1. students can only take 1 semester with a conversion award of <20 credits,the conversion means that students are not required to study on campus, when attending campus teaching a maximum of 4 semesters when implementing the program, and a minimum GPA of at least 3.00.

The placement of the preferred teaching campus is in the 3T (outermost, remote and underdeveloped). With the aim of improving the quality of education by implementing technological adaptation, helping school administration and most importantly improving literacy and numeracy for students. (Hafidh et al., 2021)

It can be concluded that the teaching campus is a program of MBKM that is sheltered by the government. This Program is designed for students in order to develop the capacity of each student and provide students to be able to.

C. Conceptual Framework

The conceptual framework is Exploring The Experience of EFL Student's Through Campus Teaching. One of the national programs established by the Minister of Education and culture Nadiem Makarie, MBKM, is designed to meet the needs of the Industrial Revolution 4.0. The goal is to make students more competent, more masterful in the real world of education, and better prepared to adapt to technological advances as they work in the real world.

One part of MBKM is the teaching campus, this program provides opportunities for students to develop the potential and capacity of students outside the campus. In order to achieve the goals of campus teaching, students must work together with other study programs, teachers as teaching partners, and principals. Students are also encouraged to learn about the diversity of students encountered in the field, to be a lesson that helps develop character. Campus teaching programs give students the opportunity to develop skills that match their talents and interests and jump into the workforce in preparation for future careers. (Yanuarsari et al., 2022)

researcher has found out Exploring the Experience of EFL Student's Through Campus Teaching that have been done by students during the assignment and this study did used interview techniques to find out what Experience have been done during the assignment by students.