

EMPOWERING FUTURE TEACHERS: STUDENTS' EXPERIENCE CREATING EFL MEDIA IN KAMPUS MENGAJAR PROGRAM

Chessy Artika¹, Hafizhatu Nadia², Miftah Al Farhan³, Noor Aida Aflahah⁴

^{1,2,3,4}Universitas Muhammadiyah Banjarmasin
hafizhatunadia@umbjm.ac.id

Received: August 15, 2024 Revised: September 12, 2025 Accepted: November 28, 2025

ABSTRACT

This study explores how a Teaching Media course shapes prospective EFL teachers' abilities to design and implement effective instructional media, addressing the urgent need for educators who can integrate engaging learning tools in diverse classroom settings. Unlike previous research that focuses solely on media use in higher education, this study offers a novel perspective by examining how students transfer classroom learning to real teaching contexts through the Kampus Mengajar program. Using a qualitative narrative approach, data were collected through interviews with English education students who completed the Teaching Media course and participated in Kampus Mengajar. The findings show that the course significantly enhanced students' pedagogical skills, creativity, and confidence in selecting and applying teaching media. Moreover, their classroom experiences during Kampus Mengajar confirmed the practical relevance of the course, demonstrating its contribution to preparing resourceful and adaptive future EFL teachers. This study underscores the importance of integrating media-focused training in teacher education programs.

Keywords: *Teaching Media, EFL Classroom, Kampus Mengajar program.*

INTRODUCTION

Becoming a professional teacher is challenging, demanding a broad range of competencies outlined in Minister of National Education Regulation No.16/2007, emphasizing pedagogical, personal, social, and professional skills (Jabri, 2017). The competency of their teachers significantly influences the success of students in learning. According to Oktaviani and Sari (2020), teaching transcends the mere delivery of material; it involves guiding and enhancing students' competencies and knowledge. As highlighted by Octaviana et al. (2023), effective teaching strategies are crucial in fostering a conducive learning environment that motivates student engagement.

Alfin et al. (2020) mentioned how creating engaging and memorable activities is essential for fostering students' motivation and sense of achievement. This idea stems from Munthe et al. (2025), who utilized various teaching media to support the mentioned goals by accommodating diverse learning styles and facilitating a deeper understanding of the subject matter. Finding appropriate

teaching media needs a nuanced understanding of student needs, subject content, and learning objectives (Nursakiah, 2022).

In preparing future English as a Foreign Language (EFL) teachers, the English Department of the Faculty of Teacher Training and Education at a private university in Banjarmasin emphasizes the importance of innovative teaching media. This preparation includes a dedicated Teaching Media class where students learn the principles and practical strategies for integrating media into their teaching. This approach aligns with the *Kampus Mengajar* program initiated by the Indonesian Ministry of Education and Culture, which aims to enhance pre-service teachers' skills through real-world teaching experiences (Direktorat Sekolah Dasar Kemendikdasmen, 2021).

Despite the benefits, pre-service teachers often need help selecting and effectively using teaching media. Previous studies have highlighted the importance of aligning Teaching Media courses with pre-service teachers' needs (Megawati, 2018) and examined the general implementation of the *Kampus Mengajar* program (Direktorat Sekolah Dasar Kemendikdasmen, 2021). However, existing research mainly focuses on pre-service teachers' perceptions, teaching experiences, and challenges such as limited resources and inadequate facilities (Husein La Ede et al., 2022; Kusuma & Kurniawan, 2022; Ristafari, 2023). These studies have not specifically explored how pre-service teachers design, create, and adapt teaching media in real classroom contexts, particularly for elementary-level English instruction, indicating a clear research gap.

This study offers novelty by focusing on the process of teaching media creation by pre-service teachers during their participation in *Kampus Mengajar* and how they respond creatively to contextual constraints. The findings are expected to contribute theoretically to pre-service teacher development and instructional media design and practically to the improvement of Teaching Media courses, the *Kampus Mengajar* program, and the development of more effective, context-sensitive English teaching media in elementary schools.

MATERIALS AND METHOD

Narrative inquiry allows researchers to explore the detailed, chronological stories of EFL students, revealing how they experience, interpret, and make sense

of creating teaching media. This method highlights individual voices and the complexity of their learning journeys, which is essential for understanding nuanced educational processes (Barkhuizen, 2014; Navila et al., 2023). Previous studies have shown that narrative inquiry effectively captures students' experiences in digital multimodal composing (Navila et al., 2023), academic writing development (Esfandiari et al., 2022), differentiated learning in cultural studies (Aziz & Andanty, 2024), and post-pandemic blended learning (Febrianto & Talenta, 2025). Interviews were conducted to gain an in-depth understanding of English students' experiences creating teaching media for EFL classrooms in the *Kampus Mengajar* program. This research looks for facts and then analyzes the data by compiling and collecting data, presenting the results, and analyzing interview studies. Next, the data is interpreted based on the existing theoretical basis. This research was conducted on students majoring in English education in the class of 2020 to discover the experiences of students participating in the *Kampus Mengajar* program.

This research was conducted at a leading private university in Banjarmasin. The study's participants were two English students who had enrolled in Teaching Media classes and participated in the *Kampus Mengajar* program. They are students from the English education class 2020 who joined *Kampus Mengajar* and used teaching media in EFL classrooms. The researcher asked for the respondent's consent to record the conversation during the interview.

According to Creswell & Creswell (2018), several stages of analysis can be used in different types of qualitative research. Data compression is choosing, concentrating, reducing, eliminating, and modifying data in documents, interview transcripts, and other sources. The researcher will select data from interviews with study participants and documents acquired. Data sets will be chosen and classified as relevant and raw data. Raw data is re-selected based on the problem formulation, and research objectives are developed for data display.

The second primary mode of analysis is data display. Data display helps the researcher see the complete picture of what the researcher has found, both in the form of interview results and other formats. For this reason, research data is classified or grouped by thoroughly describing the existing findings. The goal is for the data to be easily read and processed further.

Concluding is an attempt to determine or comprehend the meaning and consistency of explanatory patterns. The findings are promptly validated by observing and questioning again while reviewing the data gathered throughout the interview to achieve a more detailed understanding. Aside from that, it may also be done through discussion. This is done to ensure that the data acquired and the interpretation of the data are legitimate. Verification is done during the research process; therefore, understanding the findings' relevance is vital to making more insightful conclusions rather than only exploratory ones.

RESULTS

P1 and P2 participants took the Teaching Media class during their fourth semester. The learning process in these classes started with the lecturer explaining different types of learning media. Following the initial instruction, students were divided into groups, each assigned weekly projects to create various teaching media. According to Megawati (2018), it is crucial to identify pre-service teachers' needs in designing a Teaching Media course, allowing students to design their teaching materials and practice using them in front of peers. This hands-on approach enabled students to gain valuable experience and develop their skills in effectively creating and utilizing teaching media.

Despite the benefits, students faced challenges during the Teaching Media classes, including communication issues within groups and difficulties understanding the material. Support from both the lecturer and peers was essential in overcoming these obstacles. The Teaching Media lecturer provided assistance and direct communication opportunities, helping students clarify any confusion and enhance their understanding. This support system was pivotal in successfully enabling students to navigate the complexities of creating and using teaching media.

Upon completing the Teaching Media classes, all participants reported significant improvements in their teaching skills. Using media in teaching enhanced their ability to teach more effectively and improved their proficiency in facilitating learning through various media (Prabawati et al., 2021). P1 noted that using media fosters creativity and innovation in teaching, making learning more engaging. As future teachers, both participants recognized the importance of creating creative, innovative, and engaging teaching media to enhance their effectiveness.

The second key finding of the study pertains to the participants' experiences in creating and using teaching media during the Kampus Mengajar program. Both P1 and P2 utilized teaching media in EFL classrooms during the program, with P1 using non-technology media like flashcards for first graders and P2 employing technology-based media like PowerPoint for third graders. These varied approaches catered to different learning styles, emphasizing the need for appropriate learning materials to meet diverse learning objectives (Sri Handayani et al., 2025).

Group discussions were the primary strategy for both participants in creating teaching media. From planning and creation to implementation, collaboration played a crucial role. The participants selected media based on students' needs, class levels, and the material to be taught. According to Dhamayanti (2021), using appropriate teaching media can enhance classroom activities and increase student engagement and knowledge. The participants' initial step was determining the suitable class level and material, ensuring the teaching media aligned with their teaching goals.

Participants faced several challenges, including inadequate school facilities, less conducive classroom environments, and classroom management issues. However, they overcame these obstacles by bringing the necessary facilities and devising strategies such as effectively dividing students into small groups and using limited resources. After participating in the Kampus Mengajar program, both participants reported improving their teaching skills, learning to be more innovative and creative with media, and overcoming real-world challenges in media implementation. This experience underscored the importance of moving beyond textbook reliance to provide engaging and effective lessons using creative teaching media.

DISCUSSION

Based on the thematic analysis results, this study's researchers conducted interviews to explore students' learning processes in Teaching Media classes and their experiences creating Teaching media for EFL classrooms during the *Kampus Mengajar* program. Two main themes emerged through analysis of the interview data: students' learning processes in Teaching Media classes and students'

experiences in creating teaching media for EFL classrooms during the *Kampus Mengajar* program.

Before taking the Teaching Media class, P1 and P2 had little knowledge regarding learning media. The learning media commonly used by lecturers in the learning process are Kahoot and Quizizz. When they saw lecturers using teaching media in the learning process, participants also gave positive responses. As P1 stated, when the lecturer uses teaching media, she feels the class becomes more exciting and less tedious.

The group project assignments in the Teaching Media class are divided into two parts. From the initial meeting until the mid-term exam, each group was tasked with making non-technology learning media such as pictures, flashcards, and board games. Meanwhile, from the next meeting until the final exam, the project assignments were in modern technology-based learning media such as Kahoot, EdPuzzle, and Quizizz. P2 explained the group project process:

"So first, we discuss in groups related to the learning media that we will create. When talking about we also try to understand it together. After that, we will create learning media to practice in front of the class. Each group will take turns practicing the learning media they have made. When a group is tasked with practicing the media they have created, other groups are tasked with paying attention and participating in using that media. The aim is for each group to understand each other's learning media created by different groups." (P2, Offline Interview, February 26, 2024)

Students faced several challenges during the course, primarily related to group work and responsibility. P1 mentioned an instance where her group forgot to make dice for a learning media practice due to a group member's forgetfulness:

"The problem we experienced was forgetting to make dice. One person was assigned to make the dice. It was either because she forgot or was irresponsible, so the dice were not made. Fortunately, one person was willing to transfer his job to make dice. Making the dice was rushed because it had to be used for practice in the Teaching Media class the next day." (P1, Offline Interview, February 26, 2024)

Similarly, P2 faced issues with group members not participating actively:

"In the Teaching Media group, there were four people... well, one person needed to participate more. Sometimes, he is not involved in making learning media and does not participate in practicing learning media that has been made. It slightly hinders group performance, considering four people are in one Teaching Media group. Only three people will automatically work if one person does not participate." (P2, WhatsApp Interview, March 7, 2024)

Both P1 and P2 acknowledged the significant improvement in their teaching skills after taking the Teaching Media class. P1 highlighted the importance of being creative and innovative:

"By using media, it will become more creative and innovative. By using learning media, the impact is that students become more enthusiastic; this can also increase the spirit of teaching as a teacher. Of course, it will be different when teaching using learning media compared to teachers who explain through lectures." (P1, Offline Interview, February 26, 2024)

P2 also noted the transformation in her approach to teaching, emphasizing the need for creativity and innovation:

"Yes, it improves teaching skills. Before taking the Teaching Media class, I was almost the same as the old teachers. Only applying textbooks, not creating learning media, and no practice. This learning media is beneficial if applied in the learning process. Because there are still many other schools that only use textbooks, the learning process becomes less creative and innovative. As a future teacher, we must be able to create learning media that are creative, innovative, and attractive to students." (P2, Offline Interview, February 26, 2024)

Both participants shared that they applied what they learned in their Teaching Media class while participating in the *Kampus Mengajar* program, which allowed them to assist and sometimes replace classroom teachers. P1 emphasized the practical application of knowledge from the Teaching Media class:

"Alhamdulillah, because I took part in the campus teaching program batch 6. So, the knowledge I gained in this media teaching course can be applied to classes I teach with my friends." (P1, Offline Interview, February 26, 2024)

P2 also highlighted the direct implementation of this knowledge:

"I implemented it when I joined Kampus Mengajar." (P2, Offline Interview, February 26, 2024)

They both taught in elementary schools with limited facilities, often needing to bring their resources to compensate for the lack of proper equipment.

"The facilities at the school could be more extensive. For example, if we want to use the internet, sometimes the WiFi is disrupted, and sometimes the LCD projector does not work. To overcome this, we were forced to bring our facilities, such as an HDMI adapter cable, and use our internet data plan due to the lack of facilities." (P1, Offline Interview, February 26, 2024)

P2 shared her challenges in a remote area:

"Regarding the school conditions I got in the Kampus Mengajar program, I went to school in a remote area, where the school conditions get less attention from the government. Because there are so many damaged buildings, tables and chairs need to be more suitable for use by students." (P2, Offline Interview, February 26, 2024)

The participants discussed their strategies for creating effective teaching media, often relying on group discussions and Internet resources.

"Usually, the first step in creating learning media is to discuss it in groups because, in Kampus Mengajar, we work in groups to create media. After teaching using media, we look again at responses given by students regarding learning media used... whether the reaction is good or something needs to be added." (P1, Offline Interview, February 26, 2024)

They adapted their materials to different grade levels and needs, using flashcards for younger students and technology-based media for older students.

"Back then, we chose work-related material because it aligned with the Kampus Mengajar task of creating a literacy tree. Coincidentally, in grade 3, we made a pohon cita-cita. That is why I preferred using technology media, such as creating PowerPoint presentations and puppets, perhaps because the material I created then was about professions or aspirations. In grade 3, I noticed that the students easily got bored when they had to look at the board or books... Therefore, I introduced an innovation using PowerPoint with puppets to capture the students' interest and encourage them to learn." (P2, WhatsApp Interview, March 7, 2024)

Both participants faced significant challenges due to inadequate facilities and had to be resourceful to ensure effective teaching.

"The facilities at the school could be more extensive. For example, if we want to use the internet, sometimes the WiFi is disrupted, and sometimes the LCD projector does not work. To overcome this, we were forced to bring our facilities, such as an HDMI adapter cable, and use our internet data plan due to the lack of facilities." (P1, Offline Interview, February 26, 2024)

"There was an issue while teaching in the 3rd-grade class. The classroom had no electrical outlets, so I could not use the LCD projector as planned. I continued teaching the 3rd graders using just one laptop to ensure the prepared media was well-spent. Therefore, I divided the students into two small groups to manage the situation." (P2, WhatsApp Interview, March 7, 2024)

Despite these challenges, they found ways to engage students effectively and achieve learning objectives.

"The students were active, and all participated. The students' responses were also good; they were enthusiastic about the media used. The learning objectives were achieved because the students understood and could choose their future dream job." (P2, Offline Interview, February 26, 2024)

These experiences highlighted the importance of adaptability and creativity in teaching, particularly in environments with limited resources.

CONCLUSION

The research revealed two key findings about the experiences of English education students from the class of 2020 in using teaching media during the Kampus Mengajar program. Firstly, all participants, having attended a Teaching Media class in their fourth semester, found the class instrumental in enhancing their skills in creating and utilizing innovative learning media. This class allowed them to actively engage in the process from planning to application, fostering their interest and competence in effectively using teaching media. Secondly, both participants effectively employed teaching media in EFL classrooms during the Kampus Mengajar program. They collaborated with students and adapted media to meet learning needs despite facing facility-related obstacles. Their experiences

highlight the importance of creative and interactive teaching media in overcoming challenges and enhancing the teaching-learning process.

Looking at the result, what students learned in Teaching Media class positively affects how it improves their teaching skills and resourcefulness. This also positively impacts the students' experience through Kampus Mengajar. The researcher believed that with the mentioned result and conclusion, this research is considered successful.

REFERENCES

- Alfin, J., Nadhiroh, A. L., Imani, M. K., & Vadhilah, U. (2020). The Challenges of Pre-Service Teacher in Creating Visual Instructional Media. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*. <https://doi.org/10.2991/assehr.k.200427.059>
- Aziz, K. I. H., & Andanty, F. D. (2024). Differentiated Learning Instruction in the Cultural Studies Classroom: EFL Students' Experiences. *Journal of English for Academic and Specific Purposes (JEASP)*, 7(1). <https://doi.org/10.18860/jeasp.v7i1.26781>
- Barkhuizen, G. (2014). Narrative research in language teaching and learning. *Language Teaching*, 47(4), 450–466. <https://doi.org/10.1017/S0261444814000172>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Direktorat Sekolah Dasar Kemendikdasmen. (2021). *Mendikbud Nadiem Makarim Luncurkan Kampus Mengajar Angkatan I Tahun 2021*. Direktorat Sekolah Dasar Kemendikdasmen.
- Esfandiari, R., Meihami, H., & Jahani, F. (2022). Exploring Iranian Postgraduate EFL Students' Academic Writing Experiences and Expectations: A Dynamic Narrative Approach. *Teaching English as a Second or Foreign Language--TESL-EJ*, 25(4). <https://doi.org/10.55593/ej.25100a4>
- Febrianto, A. R., & Talenta, P. I. (2025). Reimagining Blended Learning Post-COVID-19: Insights from EFL Students' Narratives. *Journal of Foreign Language Teaching and Learning*, 10(1), 74–103. <https://doi.org/10.18196/ftl.v10i1.25234>
- Husein La Ede, M. A., Maulina, M., & Faridawati, F. (2022). EFL Pre-Service Teachers' Perception in Managing the Learning Process During Kampus Mengajar Program. *KLASIKAL: JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE*, 4(1), 81–95. <https://doi.org/10.52208/klasikal.v4i1.133>
- Dhamayanti, F. I. (2021). EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom. *Education of English as Foreign Language*, 4(2), 71–78. <https://doi.org/10.21776/ub.educafl.2021.004.02.03>

- Jabri, U. (2017). The Profile of English Teachers' Professional Competence and Students' Achievement at SMA Negeri 1 Enrekang. *Edumaspul: Jurnal Pendidikan*, 1(1), 61–77. <https://doi.org/10.33487/edumaspul.v1i1.45>
- Kusuma, R. A., & Kurniawan, F. (2022). *Teaching English Experience Perceived By Apprentice Teacher In Kampus Mengajar Program At SDN 03 Wanamulya 2021: A Phenomenological Study* [Undergraduate Thesis]. Universitas Muhammadiyah Surakarta.
- Megawati, F. (2018). Students Experience in Developing Teaching Media through Project Based Learning. *The 15th Asia TEFL and 64th TEFLIN International Conference on English Language Teaching*, 543–553.
- Munthe, E., Sriadhi, S., & Junaidi, A. (2025). Empowering Science Education with Google Sites: Development and Evaluation of Differentiated Learning Media for Middle School Using the ADDIE Model. *FINGER : Jurnal Ilmiah Teknologi Pendidikan*, 4(2), 116–125. <https://doi.org/10.58723/finger.v4i2.428>
- Navila, A., Rochsantiningsih, D., & Drahati, N. A. (2023). EFL Pre-Service Teachers' Experiences Using a Digital Multimodal Composing Framework to Design Digital Storytelling Books. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 8(2), 217. <https://doi.org/10.21093/ijeltal.v8i2.1561>
- Nursakiah. (2022). *Upgrading EFL Teachers' Online Teaching Competence by Pair Teaching in Kahoot Training at Madrasah Tsanawiyah Wonomulyo* [Master's Thesis]. IAIN Parepare.
- Octaviana, M., Nadia, H., & Murtiningsih, T. (2023). Increasing Students' Vocabulary Using Jumbled Sentences: Action Study Research. *Intensive Journal*, 6(1), 1. <https://doi.org/10.31602/intensive.v6i1.9606>
- Oktaviani, L., & Sari, F. M. (2020). Reducing Sophomore Students' Dilemma in Creating an Appealing Teaching Medium Through Slidesgo Usage. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 8(2), 342. <https://doi.org/10.36841/pgsdunars.v8i2.833>
- Prabawati, A., Asriati AM, St., & Asmayanti AM, St. (2021). The Students' Perception of the Online Media Used by Teacher in Learning English. *English Language Teaching Methodology*, 1(3), 169–181.
- Ristafari, A. H. (2023). Unisma English Pre-Service Teachers Joining Kampus Mengajar: Problems and Solutions. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 18(1).
- Sri Handayani, W., Alfia, N., Hariyatun, H., Muamaroh, M., & Ratih, K. (2025). The Role of Evaluation in the Selection of Learning Materials for a Dynamic Curriculum. *JPGENUS: Jurnal Pendidikan Generasi Nusantara*, 3(1), 29–36. <https://doi.org/10.61787/z4q46z40>

How to find the Article to Cite (APA style):

https://scholar.google.com/citations?hl=en&user=J7RwxgAAAAJ&view_op=list_works&sortby=pubdate