



Articles

Exploring the impression of university students on "*Teaching Camp*" based on "*Free to Learn-Independent Campus*" program in developing students' speaking skillNurlaela^a, Idawati^{b*}^a Mechanical Engineering, Faculty of Engineering, Universitas Negeri Makassar, Makassar, Indonesia^b Faculty of Languages and Literature, Universitas Negeri Makassar, Makassar, Indonesia

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Abstract

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The teaching camp is a program during the pandemic. This study aims to explore the university student's impression of the *Teaching Camp* program that is expected to challenge the university students to connect between universities and the real world or the world of work. This study applied qualitative descriptive research to summarize specific events experienced by individuals or groups of individuals in everyday words. This research was conducted in the Department of English Education, University of Bosowa, Makassar, Indonesia. Four university students participating in the *Teaching Camp* program were willing to support this study. There are three steps in qualitative analysis in this study using data reduction, data display, and conclusions, namely, to find out the interview answers that have been given to students, then each answer is analyzed using words and according to student answers. This study found that university students have an important role in implementing the ministry of education and culture program. The role referred to here is that university students are the driving force by providing new innovations in learning and being involved in implementing the learning process by teaching literacy and numeracy. Class 1 of the *Teaching Camp* program enables university students to have an academic and social experience while serving as education facilitators in suburban areas. With so many shortcomings, it is hoped that this first-class Teaching Camp program will become an in-depth evaluation material for the Ministry of Education and Culture and the university.

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1. Introduction

Education goals will be achieved if supported by all levels of society. The government's efforts of the Republic of Indonesia in realizing the achievement of national education goals are by holding education through three channels as stated in Law no. 20 of 2003 Article 13 paragraph (1), which reads: "Education pathways consist of formal, non-formal and informal education" (Government of Republic of Indonesia, 2003). Formal education is held in schools and colleges, and Non-formal education is held in the community in the form of courses and so on, while informal education is a path of family and environmental education. Education can be obtained through formal, non-formal, and informal institutions ranging from basic education to higher education.

At the beginning of 2020, the Minister of Education and Culture launched a program called "*Free to Learn*" (Tilome, 2022). The discourse conveyed by the Minister of Education and Culture regarding the *Independent Campus* has four policies within the scope of universities, namely (1) Opening of new study programs, in which this program provides autonomy for State and Private Universities to open or establishment of new study programs, (2) Higher education accreditation system, (3) Freedom for a public university to be Public Service Agency, (4) Rights to students to take courses outside the study program and make changes to the definition of the Semester Credit System.

In the "*Free to Learn-Independent Campus* program," students can carry out various kinds of activities; one example of this activity is the *Teaching Camp* program. The *teaching camp* is a program during the pandemic. These students,

* Corresponding author.
Email: idawati@unm.ac.id

especially students of the education faculty, were given training from various competent parties so that they are ready to assist in the implementation of learning at schools in the area. This program aims for schools for those affected by Covid-19 to continue to carry out learning and apply for the independent learning program that the government has launched.

In the Teaching Camp-Free to Learn program, researchers want to explore the implementation of English learning, especially in improving students' speaking skills. Student academic tasks include coursework that must be completed on time, achievement of study load, practicum, and thesis. However, in completing their academic tasks, students deal with various obstacles, and these obstacles will often increase along with the level of semester achieved. Thus, for final year students, where at the student level, they are dealt with a final task, namely a thesis, to complete their studies and obtain a bachelor's degree. However, the challenge in real life after graduation is more complex than during the study. Therefore, *Teaching Camp* is expected to be the solution to prepare students for soft skills, especially speaking skill development (Manan, 2018; Ready & Indrayani, 2021; Whittington & Garst, 2018).

The Ministry of Education and Culture of the Republic of Indonesia carries out affairs in early childhood education, basic education, secondary education, community education, and cultural management. The Ministry of Education and Culture is under and responsible to the President; a Minister of Education and Culture leads the Ministry of Education and Culture. Based on the Minister of Education and Culture's directives, to prepare students to deal with social, cultural, work, and rapid technological advances, student competencies must be prepared to be more engaged with the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future.

The purpose of holding this Teaching Camp activity is to learn and practice English speaking skills. *Teaching Camp* combines English language training, character building, and team working with three keywords: fun, fluent, and friendly. Fun refers to a pleasant training atmosphere. Participants took part in games, energizers, ice breaking, and exercises from the beginning to the end of the event. Fluent in one of the training targets increases the participants' confidence to speak English without fear of making grammar, spelling, and diction mistakes. Friendly comprises the attitude of the mentors, facilitators, and native speakers who are full of kinship and concern during the training (Askildson et al., 2013; Malcolm et al., 1999).

One of the activities at the Teaching Camp to encourage fun English is that participants teach the student to draw with their fingers or finger painting on a wide sheet of drawing paper. The results are collected per group and will be selected. Announcements and awarding of prizes to the groups that won first to the third place were made at the event's closing on the last night of *Teaching Camp* activities.

Many benefits can be obtained from this English Camp activity. By participating in this activity, university students get the following benefits:

- Train the university student's ability in English conversation because they are required to speak English for three days.
- Self-study because they stay two nights and three days without being accompanied by their parents.
- Learn to adapt to other friends outside of his close friends.
- Learn to speak in public.
- Learn to interact with other people who are less familiar or less close.
- For refreshment after taking the Mid-Semester Assessment and a busy study schedule

Teaching Camp, in this study, is a program carried out to encourage university students to have English language teaching skills. This activity is to hone university students' English skills, introduce international culture, and increase global insight. Students are not only taught the material in these activities, and however students are also invited to discuss current issues and communicate in English during the activity.

Teaching Camp provides a different experience in teaching and learning English. Especially in terms of place and teachers. In addition, teaching and learning are carried out in the classroom and outside the classroom. Of course, *the Teaching Camp* adopted from *Summer Camp* is expected to make university students more enthusiastic about participating in these activities (Paris, 2008). Activities carried out during this teaching camp include English fun, English workshops, leadership, practical English communication, and public speaking. In fact, there are also daily life writing, international classes, Islamic discussions, school visits, and field trip education. A *Teaching Camp* is an opportunity for university students to become a forum for them to deepen their English language teaching skills. This activity can increase motivation to be more enthusiastic in teaching and learning English.

Through a well-designed and well-implemented program of *Free-Learning*, students' hard and soft skills will be formed strongly. The Program of *Free Learning – Freedom Campus* is expected to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business and industrial world, and the dynamics of society. This study explores the university student's impression of the *Teaching Camp* program. This event is expected to challenge university students to connect between the world of universities and the real world or the world of work.

2. Method

2.1. The Design of the Study

Qualitative descriptive research aims to summarize specific events experienced by individuals or groups of individuals in everyday words. Several scholars feel and endorse the title "qualitative descriptive" as a viable and acceptable label for qualitative research designs. As a result, a basic/fundamental qualitative descriptive design is a useful method on its own (Sandelowski, 2000; Seixas et al., 2018).

2.2. Participants

This research was conducted in the Department of English Education, University of Bosowa, Makassar, Indonesia. Four university students participating in the *Teaching Camp* program were willing to support this study. This study considers the willingness to participate factor in deciding the selected participants. The researchers provided background knowledge for participants to increase their willingness to participate (Liu & Li, 2018).

2.3. Measures

There are three steps in qualitative analysis in this study using data reduction, data display, and conclusions, namely, to find out the interview answers that have been given to students, then each answer is analyzed using words and according to student answers (Miles et al., 2014). Although interviews are considered commonplace, this activity is different from everyday conversations in research. If the research requires colleagues as participants, the interview process is not as smooth as one might think. Some obstacles, such as misunderstandings, can also arise. A separate technique is needed to reduce these obstacles. Conducting interviews by following the procedure steps is important to not disappoint the interview results.

3. Results and Discussion

This research was conducted from 3 February 2022 to 3 March 2022. This research was carried out by interviewing students. Data from interviews about the application of "*Teaching Camp*" on "*Free to Learn-Independent Campus*" program in developing students' speaking skills in English education. Table 1 below presents the interview results.

Table 1. The student's impression in "*Teaching Camp*" is based on the "*free to learn-independent campus*" program

Student	Interview Extracts
Student 1	We are not only teaching in the "teaching camp", but also assist teachers in completing and compiling administrative files at school. Also, we rearranged the administration of files both in the school activity unit and library. We help teachers provide learning media and school exam materials. " <i>Teaching Camp</i> " " <i>free to learn-independent campus</i> " program enables students to gain new experiences and significant knowledge for future careers. We were learning how to be a teacher. We are not only teaching but also guiding students to behave well in real life. The impact I felt when taking part in this activity was very much. One of which was that I improved my speaking ability because I practiced speaking English during the program.
Student 2	I am majoring in English Education, I participated in a program launched by the government, namely the <i>Teaching Camp</i> . This program from the government can allow university students to be directly involved in the world of education, especially for those from the education department to teach students directly at school. This program allows university students to have so many experiences, such as speaking directly with teachers and students at school, so participating in this program becomes a memorable experience.

	"Besides the experience, the <i>Teaching Camp</i> has given me knowledge in my soft skills, namely public speaking, that I get when I speak to teachers, and I can apply it to students. I also help teachers in managing the administration at the school and organize training on IT development for students at the school. This program gave her a lot of experience and knowledge and felt grateful to have met so many characters and teachers at the school.
Student 3	<i>Teaching Camp</i> is a program that should be appreciated because of the superior program that provides many opportunities for university students to develop talents and gain much experience outside the campus area. In this program, university students feel the impact but teachers and students at schools also feel helped by the presence of this teaching camp program. "The teaching camp gave me a lot of experience, met many new friends, met teachers and students at school, and got certificates and money. In addition, my listening and speaking skills also improved because I usually practiced it with my fellow campus participants, teaching teachers, and students in class. This program teaches students to improve literacy and numeracy, but university students also play a role in assisting teachers in arranging school administration. "From what we heard from the teachers, they felt helped by this program, they felt a lot of impact from this program, especially in improving students' knowledge and behavior at school.
Student 4	<i>Teaching camp</i> is a very good program from the government because it can improve university students' ability to teach and also gain a lot of experience. There is a significant change in the ability of university students who participated in <i>Teaching Camp</i> compared to students who did not participate. University students also gain a lot of knowledge and experience with this program. The quality of university students in teaching and also participation in the learning process is also considered to have greatly improved with the presence of this <i>Teaching Camp</i> program

Table 1 above shows that the speaking ability felt by students was felt to increase, and there were changes after participating in this *Teaching Camp* program. English camp can improve the speaking skill of English students (Mustakim & Ismail, 2018). English camp indicates commitment, community, and bravery as the core activities in endorsing speaking skills (Manan, 2018). Also, the English camps encompass a method of promoting fun English (Rachmawati et al., 2020). English camp is considered effective as a learning model (Aswad, 2017) and can enhance students' English proficiency (Ismail & Tahir, 2011). Ultimately, an English camp comprises a spot for creating a learning and teaching environment for Speaking ability development (Ready & Indrayani, 2021).

Besides, the role of university students was also very influential in the teaching camp. Teaching camp is vitally important in preparing students for college and laying a foundation for the future (Whittington & Garst, 2018).

Teaching Camp can also improve relationships between teachers and students and significantly impact student achievement (Camp, 2011).

University students do not just come to school to teach subjects and then go home. However, they also re-start school activities that had been stopped due to the COVID-19 pandemic to get back to work immediately, starting with rearranging school administration, re-run school activity units, and conducting Information Technology seminars to broaden university students' knowledge of the school.

With university students enrolled in this *Teaching Camp* program, teachers at the school concerned also feel very helpful. It is because the performance and enthusiasm of university students in carrying out the teaching and learning process are very high, and students at school feel very happy. This teaching uses a learning approach that students feel at the school is very enjoyable.

3.1. Teaching Camp Program

In early 2021 the Ministry of Education and Culture and Indonesia Endowment Fund for Education created a *Teaching Camp* program. Finally, 14,000 university students were selected throughout Indonesia from various universities (Ferronisa, 2021; Ihsan, 2021). In this program, students can carry out activities outside of class hours, and students can serve the community. When the university students learned about this *Teaching Camp*, they were interested and finally decided to apply. In this program, the selected university students are targeted to help improve the quality of teaching in elementary schools, especially those in the suburban area, assist in teaching and learning activities during the pandemic, and provide innovation to the primary school.

University students teach at selected primary schools that have criteria for accredited C, but it turns out that there are still many who are misdirected, such as primary school which has accreditation A but in the database is still C. This program is implemented within three months, starting from the end of April to the end of June. Students are asked to have a work program carried out at the elementary school and are expected to provide better changes to the elementary school. This teaching camp is converted to a 12-semester credits unit.

3.2. Evaluation of the Teaching Camp Program

However, this Teaching Campus program has not yet run perfectly. This program has many obstacles and shortcomings, such as the lack of communication with district offices, the "Free to Learn-Independent Campus" system that went wrong for two weeks, and the delayed disbursement of pocket money. There is also the conversion of Semester Credit Units promised at the start of the program that is not valid at all Universities. This will not be easy because few students are willing to participate in the Teaching Camp program to get the credit conversion. This problem shows a lack of good coordination among various stakeholders.

It is still unclear in certain universities, and likely, the 12 credits from the benefits of this *Teaching Camp* cannot be converted. All universities in Indonesia should be obliged to convert students' credits semester who take part in the *Teaching Camp* program. Then when university students' class schedules collided with a schedule for elementary

school because the elementary school did not have a signal, it was very difficult to be able to carry out activities in elementary school and university at the same time, and not all of the lecturers could understand the policy of *Teaching Camp*. Some university students were confused about the technical problems in this program. On the one hand, university students who participated in this Teaching Camp program were very happy with the existing program and disappointed because there are still many problems that need to be improved, and it was not as promised at the beginning of the briefing. Nevertheless, that is okay because this is still a new program, so it still requires adjustments. Class 1 of the *Teaching Camp* program enables university students to have an academic and social experience while serving as education facilitators in suburban areas (Hendayana, 2021).

4. Conclusion

This study found that university students have an important role in implementing the ministry of education and culture program. The role referred to here is that university students are the driving force by providing new innovations in learning and being involved in implementing the learning process by teaching literacy and numeracy. In the implementation of this program, many impacts are university students felt after being directly involved in this program; in addition to increasing students' speaking skills, the courage to speak in public is also felt increased, and the ability to socialize between students and teachers and staff and also with students at school is a positive impact perceived by students.

With so many shortcomings, it is hoped that this first-class *Teaching Camp* program will become an in-depth evaluation material for the Ministry of Education and Culture and the university. This program has excellent goals for student development, and university students can practice various soft skills directly, such as leadership, emotional maturity, and social sensitivity. In the future, the Ministry of Education and Culture and the Indonesia Endowment Fund for Education are expected to collaborate better with many parties so that this program can provide maximum benefits for all parties.

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