CHAPTER 1
INTRODUCTION

This chapter presents an overview of this study. This chapter provides a background, formulation of the problem, operational definitions, aim of the research, and significance of the research.

1.1 Background

As an English education student, I have been designed to be a good teacher in the future. Therefore, I did not only learn about English but also learned much about the education field. As a student teacher, I got my teaching practicum in the seventh semester as a compulsory of the academic program. Kirk et al., (2006), as cited in Clarke et al., (2014) stated that teaching practicum is the most important component of student teachers' Bachelor of Education degree and their success is also contingent on it. Therefore, teaching practicum can help the student teacher obtain experience in a real situation as the preparation to be a professional teacher in the future.

Since my first year of university life, I have written about my dreams on a piece of paper. One of them was that I wanted to teach in a school in disadvantaged, outermost, and frontier (3T) areas. I realized that "education in rural Indonesian schools is still far from adequate as the schools still face many challenges in the teaching and learning process" (Febriana et al., 2018, p.19). As a future teacher, I believed that I could give impact and help the development of education in remote areas. Thus, I decided to apply for the 'Kampus Mengajar' program batch II during my fifth semester as a bridge to achieve my dream.

The Ministry of Education and Culture launched the 'Kampus Mengajar' program as part of *MBKM* (Freedom to Learn-Independent Campus) in 2020. This program was first launched in the 'Kampus Mengajar Perintis' program. According to the 'Kampus Mengajar Perintis' website (2020), the program seeks to offer solutions for primary and secondary schools impacted by the Covid-19 pandemic by encouraging university students living around the schools to assist teachers and principals in carrying out learning activities.

the schools targeted for the program are schools with C accreditation. In addition, the program also aims to assist teachers and promote schools in remote areas of Indonesia. Implementing the 'Kampus Mengajar' program in the disadvantaged, outermost, and frontier (3T) areas is to help schools that were not well-developed (Thanzani, 2022). The existence of the participants was expected to develop the area. Moreover, they can inspire students, teachers, and and people.

I underwent the 'Kampus Mengajar' program in Kuala Tambangan Village, South Kalimantan, Indonesia. Topographically, the village has a type of settlement that extends and spreads following the coastline. It aims to facilitate the livelihood activities of fishermen (Sukmawan, 2019). According to the administration village data, the village was the largest area which is located in the Takisung subdistrict. Geographically, it is bordered by Telaga Langsat Village to the north, then bordered by Tanjung Dewa to the south, then to the east bordered by Panyipatan Village, while in the west it borders directly with the Java Sea. The typical of the area that located along the coast and borders the Java Sea caused the majority of the people work as fishermen.

This research explored my own experience when I participated in the 'Kampus Mengajar' program batch II by utilizing an autobiography narrative inquiry. This program provided me experience teaching elementary school students in remote areas. The previous study by Firdaus & Septiady (2021) revealed that implementing the 'Kampus Mengajar' program in remote areas could help elementary school students to improve literacy and numeracy through various activities. However, previous studies only focused on investigating the improvement of literacy and numeracy competencies, while the 'Kampus Mengajar' program itself has three main focuses. There are improving students' literacy and numeracy competencies, adapting the technology use, and assist the administration school matters. To fill the gap, this study highlighted my own experience as a participant in the 'Kampus Mengajar' program and focused on portraying my experiences during participating the program in Kuala Tambangan Village, South Kalimantan, Indonesia.

Teaching practicum gave the opportunity for student teacher to teach students in a real situation. This could be a preparation for becoming a professional teacher in the future. On the other hand, the condition of education in remote areas are still facing gaps. Thus, I decided to be the part of the 'Kampus Mengajar' program batch II. Since I was the one and only participant who were deployed in a remote area of South Kalimantan, my experience during attending the program could provide value lesson learn. In addition, this study could be the insight for the future participants of the 'Kampus Mengajar' program since this program is still the most popular program for students-teachers.

1.2 Formulation of the Problems

This study explored my own experiences during the second batch of the 'Kampus Mengajar' program. The research question is, "How are the experiences of participating in 'Kampus Mengajar' program in a remote area of South Kalimantan?"

1.3 Operational Definitions

To avoid misunderstanding some terms were set out in this study, the researcher provided the definitions related to this study, as follows:

1.3.1	'Kampus Mengajar' program	:	Part of the *MBKM* program which focuses on assisting elementary schools and junior high schools in improving literacy and numeracy competencies, adapting the technology use, and assisting the administration of school matters in one elementary school in South Kalimantan, Indonesia.
1.3.2	Remote Areas	:	Areas in South Kalimantan, Indonesia where access and conditions are still difficult to reach and there are a lot of disadvantages.
1.3.3	Narrative Inquiry	:	The research design utilized in this research brings stories and research together to reveal research questions.

1.4 Aim of the Research

This study aimed to explore my experiences of participating 'Kampus Mengajar' program in a remote area of South Kalimantan.

1.5 Significances of the Study

1.5.1   Theoretical Use

This study provided knowledge and theories for the future participants about the program. It also provided for the student teachers with insights on the existing theories and concepts related to this research topic.

1.5.2   Practical Use

This study comprised additional input as a reference for the candidate of the 'Kampus Mengajar' program participants who were placed in remote areas in implementing the activity program.

1.5.3   Empirical Use

This study revealed empirical insight into participating in the 'Kampus Mengajar' program in a remote area of South Kalimantan. The findings are expected to be as references by portraying my experience during the program.