

CHAPTER 1

INTRODUCTION

1.1. Background of the study

The *Kampus Mengajar* program released by the Indonesian Ministry of Education and Culture since 2020 aims to provide opportunities for university students to devote themselves to practicing their knowledge in the schools where they teach. University students play a role in helping schools to improve literacy, numeracy, technology adaptation and school administration (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2022). The knowledge practiced by university students is expected to help schools in the 3T region (Disadvantaged, Outermost, and Frontier), especially schools that experience learning difficulties (Kusuma & Kurniawan, 2022). Collaboration between university students and elementary schools creates positive impacts, including university students being given the opportunity to increase their insight and experience in dealing with real learning situations in the field while helping schools with improving the quality of teaching and learning that was previously affected by the Covid 19 pandemic (Subpokja Ditjen Dikti Kampus Mengajar, 2021; as cited by Lestari et al., 2019).

The *Kampus Mengajar* program has involved 112,000 university students and 15,000 school partners from 2020 to 2023. The *Kampus Mengajar* program has a broad positive impact on Indonesian education, one of which is the distribution of education in remote areas. In addition, *Kampus Mengajar* is a bridge for university students from various study programs and educational backgrounds to practice their knowledge (Safaringga et al., 2022). The purpose of university student participation in the *Kampus Mengajar* is to help improve literacy, numeracy, technological adaptation and implement the Merdeka curriculum in elementary schools. English education students have the opportunity to teach English in the current *Kampus Mengajar* program. In implementing merdeka curriculum in elementary schools, there are English subjects that elementary schools need to teach. By English education students,

elementary students can be facilitated to learn English. Therefore, the involvement of English education students as *kampus mengajar* volunteers has an important role in assisting schools in facilitating elementary students to learn English as a process of implementing the merdeka curriculum in elementary schools.

The researcher made preliminary observations to find phenomena that would be discussed in the research to be conducted. At the time of the observation, English Education Students who participated in the *Kampus Mengajar* program batch 5 were placed in schools that had never implemented English language learning. This resulted in passive teaching and learning activities due to the low motivation of elementary students to be actively involved in English learning activities, which was motivated by a lack of curiosity and exploration related to English subjects. From the teacher's perspective, the school recognizes that English lessons are difficult to implement in schools due to the lack of competence possessed by teachers to teach English. Another cause is the transition from the 2013 curriculum to the Merdeka curriculum which makes schools have to adapt again to the new learning system. Seeing this phenomenon, English Education students took the initiative to create a *Kampus Mengajar* work program to learn English for elementary students outside of school learning hours. This increases the opportunity for English Education students to motivate elementary students to learn English as an increase in literacy in the process of implementing the Merdeka Curriculum by implementing English learning through extracurricular activities in elementary schools. In the future, this research will examine the strategies used by English Education students in motivating elementary students when learning English as non-formal learning in elementary schools.

Motivation plays an important role in English language learning in elementary schools. Increasing elementary students' motivation in elementary schools can increase their engagement, effort and learning ability, as well as accelerate their progress and increase their success to learn English. The cause of the lack of motivation to learn English during the *Kampus Mengajar* program

is caused by several things. Teachers' backgrounds that do not match the competencies of teaching English to young learners are the most common cause (Anggraini, 2018). In the perception of elementary students, the lack of motivation comes from them feeling that is not the right time for them to learn a foreign language (Prastha et al., 2022). Another cause is that schools are not motivated to implement English language learning in elementary schools. This is based on the intention of prioritizing cultural values and character education of elementary students needs to be taught as stated in the 2013 curriculum (Prihatin, 2015). This view then changes the structure of basic education where before children should be more emphasized teaching about character education and cultural values before they are exposed to foreign cultures (Faridatuunnisa, 2020). Culture education and national character is interpreted as education that develops cultural values and national character in students so that they have values and character as their character, apply these values in their lives, as members of society, and citizens who are religious, nationalist, productive, and creative (Sanur et al., 2015). The purpose of the Indonesian government to prioritize the value of Indonesian culture and character education in the 2013 curriculum is for the nation's young generation to know and understand the culture of their own nation, as a form of Indonesian character education that respects and loves the nation's own culture (Sanur et al., 2015). As a Foreign Language, motivating English as a Foreign Language (EFL) students is more difficult and requires more effort from both students and teachers in investigating interest in learning English (H. Li, 2020). Moreover, the current case is motivating young learners to learn English. Motivating young learners to learn English is important because a high motivation to learn will encourage young learners to actively engage in the learning process and achieve the learning objectives set.

Several studies have been conducted to motivate young learners to learn English in elementary schools. Not least, motivating elementary students to learn English in the *Kampus Mengajar* program can be considered for research. Rahardini (2022) stated that motivating students in English learning is very

important because it directly impacts their willingness and enthusiasm to learn. Hu & Mcgeown (2020) revealed that motivation plays an important role in improving student achievement when learning a foreign language. In an effort to increase student motivation, the right strategy is needed, Li (2020) with the results of research describing several strategies to motivate students that can be used by teachers to guide students to be motivated to learn foreign languages as comprehensively described. Thus, motivating elementary students requires appropriate strategies by *Kampus Mengajar* volunteers so that elementary students can be motivated in learning English in elementary schools.

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Motivational strategy is a step that be used by *Kampus Mengajar* volunteers in motivating elementary students to learn English. With the right motivational strategy, elementary students will be motivated to learn while at school. The concept that is highlighted in this research is Motivational Strategies by Dornyei (2001). Motivational strategies are methods and techniques to generate and maintain student motivation (Dornyei, 2001). Motivational Strategies encourage behavior related to individual goals, for example in learning (grades, achievements, and goals). Then, motivational strategies refer to motivational influences that are consciously given to achieve

a systematic and lasting positive effect (Dornyei, 2001). There are 4 aspects that are considered in Motivational Strategies, including; Creating the Basic Motivational Conditions, Generating Initial Motivation, Encouraging Positive Retrospective Self-evaluation, and Maintaining and Protecting Motivation. The four aspects of Motivational Strategies will be used in this research to explore the strategies used by *Kampus Mengajar* volunteers in motivating elementary students to learn English as an extracurricular activity at elementary schools.

Given the lack of research on strategies to motivate elementary students to learn English during the *Kampus Mengajar* program. Therefore, the researcher will fill this gap by exploring the strategies used by English language students as *Kampus Mengajar* volunteers in motivating elementary students to learn English while outside school learning hours as an extracurricular program. By explaining that motivating strategies will be needed to increase student motivation, especially elementary students in learning English. Given that primary education is the right time to learn and enrich their language acquisition which will certainly be useful for communication in the future.

1.2. Formulation of the Problem

Based on the background above, this research answer the question, “What strategies do *Kampus Mengajar* volunteers employ in motivating elementary students to learn English?”

1.3. Operational Definitions

To avoid misinterpretation of this research, here are the operational definition of each keyword:

- 1.3.1. *Kampus Mengajar* : English education students who devote themselves to practicing knowledge in schools to improve literacy and numeracy with teaching and learning activities, optimizing school facilities, digitizing school administration, and technology adaptation in their teaching
- Volunteers

places during the *kampus mengajar* program.

1.3.2. Motivational Strategies : Motivational strategies are specific techniques and methods used to stimulate and sustain elementary students' motivation to learn English, employing personalized approach techniques such as triggering, developing, maintaining, and evaluating their learning to create a positive learning environment, foster a growth mindset, and encourage active engagement in the English learning process.

1.3.3. Elementary Students : Students aged 6 to 12 years old who are currently enrolled in elementary school and are participating in English language learning as part of the *kampus mengajar* Batch 5 program.

1.4. Aim of the Research

This research explored the strategies does *Kampus Mengajar* volunteers used in motivating elementary students to learn English.

1.5. Significances of the Study

1.5.1. Theoretical contribution: The results of this study are expected to support theories about Motivational strategies related to the English education students' perceptions of *Kampus Mengajar* Program in motivating elementary students to learn English.

1.5.2. Practical contribution: The results of this study are expected to provide information to English Teachers or Lecturers in English learning activities based on English education students in *Kampus Mengajar* Program.