



JOURNAL OF ISLAMIC EDUCATION
Vol. 10 No. 1 January – June 2085
P-ISSN 2503-5363; E-ISSN 2528-0465
<http://www.ejournal.stitmuhsbangil.ac.id/index.php/jie>

Optimization of Basic Teaching Skills of Islamic Education Students in the *Kampus Mengajar* Program

***Defi Anita Listari¹, Muhammad Wildan Shohib²**

^{1,2}Universitas Muhamamdiyah Surakarta, Jl. A. Yani, Sukoharjo,
Central Java, Indonesia

*g000214114@student.ums.ac.id

Article Information

Abstract

Received:

22 January 2025

Revised:

19 March 2025

Accepted:

10 May 2025

Published:

15 May 2025

Keywords:

Basic Teaching Skills, Islamic Education, Kampus Mengajar Program.

The purpose of this study was to explore in depth the profile of basic teaching skills of Islamic Religious Education students at the Muhammadiyah University of Surakarta and to find out how these students can optimize their basic teaching skills through the Kampus Mengajar program. This study used a qualitative method with a phenomenological approach. The researcher used semi-structured interviews and participant observation as primary data sources and documentation analysis as secondary data sources. The primary data sources were obtained through interviews with lecturers and several students who had completed the microteaching course and participated in the Kampus Mengajar program. The researcher used the interactive data analysis technique of Miles and Huberman, involving data reduction, data presentation, and concluding. The data validity technique used triangulation. Based on the results of the study, the profile of basic teaching skills of Islamic Religious Education students was in the very good category for the aspects of opening subjects, mastering the class, asking questions, closing lessons, explaining, and providing reinforcement. However, in the aspects of variation and small group discussions, students' skills were still quite adequate. In addition, students were able to maximize their basic teaching skills during the Kampus Mengajar program. Prospective student teachers who participate in the Campus Teaching program receive various significant opportunities and benefits that can contribute to the development of skills and financial support for teachers in general.

Tujuan dari penelitian ini adalah untuk mengeksplorasi secara mendalam profil keterampilan dasar mengajar mahasiswa Pendidikan Agama Islam di Universitas Muhammadiyah Surakarta serta mengetahui bagaimana mahasiswa tersebut dapat mengoptimalkan keterampilan

¹ orcid id: <http://orcid.org/0009-0000-1506-9375>

mengajar dasar melalui program Kampus Mengajar. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Peneliti menggunakan wawancara semi-terstruktur dan observasi partisipan sebagai sumber data primer, dan analisis dokumentasi sebagai sumber data sekunder. Adapaun sumber data primer diperoleh melalui wawancara dengan dosen dan beberapa mahasiswa yang telah menyelesaikan mata kuliah *microteaching* dan berpartisipasi dalam program Kampus Mengajar. Peneliti menggunakan teknik analisis data interaktif Miles dan Huberman, melibatkan reduksi data, penyajian data, serta penarikan kesimpulan. Teknik keabsahan data menggunakan *triangulasi*. Berdasarkan hasil penelitian, profil keterampilan dasar mengajar mahasiswa Pendidikan Agama Islam berada dalam kategori sangat baik untuk aspek membuka mata pelajaran, penguasaan kelas, bertanya, menutup pelajaran, menjelaskan, dan memberikan penguatan. Namun, pada aspek variasi dan diskusi kelompok kecil, keterampilan mahasiswa masih tergolong cukup. Selain itu, mahasiswa mampu memaksimalkan keterampilan dasar mengajar mereka selama program Kampus Mengajar. Calon mahasiswa guru yang mengikuti program Kampus Mengajar mendapatkan berbagai kesempatan dan manfaat yang signifikan sehingga hal tersebut dapat berkontribusi terhadap pengembangan keterampilan dan dukungan finansial para guru secara umum.

I. INTRODUCTION

Higher education in Indonesia, especially in the field of Islamic Religious Education (PAI), faces various complex challenges. One of the main challenges is the quality of the curriculum, which is often irrelevant to practical needs in the field. Rofida revealed in Kompasiana news that many PAI curriculum are still theory-oriented so students have difficulty applying their knowledge in real contexts when teaching at school. This causes students to be less pedagogically prepared, especially in basic teaching skills such as lesson planning and classroom management (Rofida, 2023).

In addition, PAI students are also faced with the diversity of students in the class who have different backgrounds and abilities. Managing this heterogeneous class is a challenge in itself because students must be able to adapt appropriate teaching methods to meet the needs of all students (Kamaliyah & Kawakip, 2025). In today's digital era, the integration of technology in learning is also a challenge. Previous research has revealed that many students are less familiar with digital tools

that can increase interactivity in the learning process, thus hindering the effectiveness of teaching (Aziz & Zakir, 2022).

Meanwhile, the quality of education is closely related to the competence of educators, especially in mastering basic teaching skills (González-Pérez & Ramírez-Montoya, 2022). The development of these skills is very important for prospective teachers to ensure an effective and meaningful learning experience. In this context, the *Kampus Mengajar* program is one of the initiatives aimed at improving students' teaching skills. Basic teaching skills include questioning techniques, reinforcement, classroom management, lesson planning, and effective communication, all of which contribute to improving human resources in education as a whole (Meilia & Erlangga, 2022). This program not only provides practical experience but also requires students to apply the theories they have learned on campus in real situations in the field (Jamilah et al., 2023).

The *Kampus Mengajar* program, as part of the *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum, provides an opportunity for students to gain hands-on teaching experience, especially in underdeveloped and remote areas (Misbahudholam AR et al., 2024). Previous research has shown that students who engage in hands-on teaching experience tend to be more confident and have better interpersonal skills (Xie & Derakhshan, 2021). This is important because interpersonal skills can influence the relationship between teachers and students, as well as create a conducive learning environment. This initiative aims to bridge the gap between theoretical knowledge and practical application, allowing students to develop pedagogical skills, classroom management techniques, and adaptability in a real educational environment (Halisah Suriani et al., 2022).

However, in practice, many Islamic Religious Education students struggle with essential teaching competencies, which affects their effectiveness in providing Islamic education in schools. This can be seen from the results of initial observations conducted by researchers on PAI students at the Muhammadiyah University of Surakarta, which showed that students' basic teaching competencies were not yet fully optimal, where the majority of students still had difficulty in applying teaching skills effectively in the field, especially in the *Kampus Mengajar* program. Many

students have not mastered good learning planning techniques, lack confidence in managing classes, and have difficulty adapting to various student characters. This results in a teaching process that is less interactive and interesting, which, in turn, affects the quality of education received by students. According to research by van Geel et al. (2022), a lack of practical experience in teaching can hinder the development of the basic skills needed. Therefore, it is important to optimize basic teaching skills in this program so that students can face these challenges better.

Several studies emphasize the importance of mastering basic teaching skills to ensure successful classroom interactions. According to Nurmasyitah (2021), effective teaching requires a combination of pedagogical knowledge, professional expertise, and social competence. In addition, Nasution et al. (2023) highlighted that basic teaching skills include the ability to explain concepts clearly, engage students through interactive questions, and create a conducive learning environment. Without these skills, student teachers may face difficulties in maintaining classroom discipline, providing structured lessons, and adapting to the diverse needs of students.

Optimizing basic teaching skills is essential to ensure that Islamic Religious Education students can deliver material effectively. According to Sugihartini et al. (2020), basic teaching skills include lesson planning, classroom management, and evaluation techniques. In the context of Islamic Religious Education, these skills must be adjusted to the characteristics of the material and the needs of students in schools. Therefore, the development of these skills needs to be seriously considered in the *Kampus Mengajar* program.

Given the challenges observed in the field, this study aims to explore the profile of basic teaching skills of Islamic Religious Education students at UMS today and identify how these students can optimize their basic teaching skills through the *Kampus Mengajar* program. This study is important to understand the gap in the teaching readiness of Islamic Religious Education students and propose solutions to improve the pedagogical skills of students in general. By analyzing the effectiveness of the *Kampus Mengajar* program as a platform for skill development, this study contributes to the broader discourse on teacher education and professional

readiness. Furthermore, identifying opportunities and challenges in shaping teacher character will provide insights to improve educational strategies in Islamic teacher training programs.

II. METHOD

This study employed a qualitative research technique, which seeks to understand human or social phenomena by providing a rich and detailed description, conveying a thorough perspective from informant sources, and conducting research in a natural setting (Sofwatillah et al., 2024). A phenomenological approach was used to explore knowledge based on lived experiences or how individuals consciously interpret their experiences (Nasir et al., 2023). This research was conducted in response to the "*Kampus Mengajar* Program", with Islamic education students from the University of Muhammadiyah Surakarta as research subjects.

Data collection techniques included non-participant observation, which was carried out over a specified period to observe the experiences of student teachers in the program (Abubakar, 2021). Researchers collect observational data through classroom interactions, teaching methods, and student involvement for approximately 3-4 months. Semi-structured interviews were conducted with lecturers and students as primary data sources to gain insights into their experiences, challenges, and perceptions of the program. Additionally, documentation analysis was used, involving both public documents (such as program guidelines, reports, and academic articles) and private documents (such as student lesson plans, teaching reflections, and institutional records) to support the research findings (Creswell & Poth, 2017).

The researcher employed the Miles and Huberman interactive data analysis technique, which consists of three components: (1) Data reduction, where all collected data was summarized and categorized; (2) Data presentation, where findings were systematically organized; and (3) Conclusion/verification, where interpretations and conclusions were drawn based on the analyzed evidence (Miles et al., 2014). The data validity technique used is triangulation, where the researcher collects data from interviews, observations, and documentation, which are then

analyzed in full to build a coherent justification for the themes (Creswell, 2021). Through this process, the study examined the optimization of basic teaching skills among Islamic education students in the *Kampus Mengajar* program.

III. FINDINGS AND DISCUSSION

Profile of Basic Teaching Skills of Islamic Education Students at the Universitas Muhammadiyah Surakarta as Teacher Candidates

Based on the results of interviews conducted by researchers with odd semester student participants for the 2021/2022 academic year who have taken microteaching courses, interviewed with eight indicators of basic teaching skills with eight indicators of basic teaching skills as attached below. From the interviews, some information was obtained that students of the Islamic Religious Education Study Program of the Muhammadiyah University Surakarta (UMS) know about the basic teaching skills in microteaching. However, there are still several indicators of the aspect of basic teaching skills that have not been applied optimally.

First can be seen from the indicators of small group discussion leadership skills. In this aspect, prospective teacher students cannot position themselves optimally during small group discussions. Student teacher candidates tend to be fixated on only one group, and the other group is ignored. Mastery of leading small group discussions requires teachers to position themselves as organizers of learning activities, sources of information for students, motivators of students to learn, mentors, and providers of assistance to students according to their needs (Irawati, 2020).

Second, in the aspect of skills, hold variations. From the results of interviews and observations, this aspect shows that in the learning process of prospective Islamic Religious Education teachers, students still tend to be monotonous, and there is no variation in the use of learning media or interaction with students. Prospective teacher students tend to use PowerPoint media in the learning process without being accompanied by other, more interesting media. In addition, the interaction created still tends to be two-way, namely teacher-student-teacher;

multi-directional interaction has not been created. Eight basic teaching skills are really needed by educators, namely:



Figure 1. Basic Teaching Skills Indicators

In general, based on the results of interviews and research that have been conducted, it can be concluded that the essential teaching skills of prospective students of the UMS Islamic Education study program are in the very good category in the aspects of opening lessons, asking questions, closing learning, mastering lessons, explaining, and providing reinforcement. In addition, the category is sufficient in carrying out variations and leading small group discussions. This is reinforced by the results of the researcher's interview with one of the lecturers, X, who revealed

"In general, I see the teaching skills of prospective students are quite good, Students show good mastery of the material. They can explain concepts clearly and provide the necessary reinforcement to help students understand. But it is also possible that they need to be more creative in applying various techniques to maintain interactive and student learning comprehension".

Teaching skills are paramount in shaping an effective, engaging, and conducive learning environment. The proficiency of educators in these skills directly influences the quality of the learning experience, making them a critical focus for prospective teachers (Tuasikal et al., 2021). As Andriyani (2022) points out, mastering these basic skills is vital for educators aiming to foster a dynamic and stimulating classroom atmosphere. According to Ni Nyoman Padmadewi, eight fundamental teaching skills are essential for educators, including starting and closing lessons, explaining concepts, managing classrooms, varying teaching techniques, reinforcing learning, asking questions, conducting small group and individual teaching, and leading discussions (Andriyani, 2022). These skills are not merely theoretical but must be continually practised to ensure their effective application in real-world teaching scenarios.

Several important things must be exemplified to students in order to form good character and morals. The first is exemplary morals, both morals towards Allah SWT, morals towards oneself, and morals towards others (Arifin et al., 2023). Prospective Islamic Religious Education teacher students must also get used to behaving positively in their daily lives, such as by using time discipline, polite language, respecting others, and other positive behaviours so that they can be imitated or emulated by students. Previous research also revealed that a teacher not only conveys theory but also practices Islamic teachings in daily activities, and there needs to be a role as a motivator to arouse students' enthusiasm for learning through an interesting and relativistic approach (Huda et al., 2022). By providing good examples, a teacher not only teaches religious knowledge but also shapes character to become a person with noble morals and responsibility in community life. This is in line with the results of the researcher's interview with one of the UMS Islamic Religious Education students, who stated:

"As a prospective teacher, an Islamic Religious Education student must have skills, one of the most important of which is to explain religious concepts clearly to students. Then build inspiring interactions, such as motivating students to practice Islamic values".

Based on the results of observations and interviews, it was revealed that a lecturer, in addition to providing an understanding of the theory and practice of

basic teaching skills through microteaching courses in the Islamic Religious Education Study Program at UMS, there are two Introduction to School Environment (PLP) courses for students, namely PLP I and PLP II. Microteaching courses also play an important role in preparing students to become effective teachers. One of the lecturers said that the integration of this course into the Islamic Religious Education curriculum at UMS was very effective. Students are given the opportunity to practice teaching in a controlled environment, which helps them develop good teaching techniques before facing students directly.

On the other hand, the PLP I course aims to conduct direct observations of junior high or high schools to learn about school administration, curriculum, and learning tools. This course is designed for students to provide practical teaching exercises to students (Nurmasiyah, 2021). Lecturers assist by designing learning plans (Learning Device Design), choosing strategies, models, or teaching methods, conducting evaluations, and implementing teaching practices according to the plan. Meanwhile, PLP 2 is a course that aims to provide students with experience in implementing PBM (Teaching and Learning Process) in schools, using basic teaching skills that have been learned in lectures and teaching practices in schools with the guidance of teachers and lecturers at school. This experience includes the application of knowledge, such as designing a learning implementation plan (RPP) and choosing teaching strategies, models, or methods.

In addition, the UMS Islamic Religious Education Study Program also provides a special program, the Independent Learning Campus Independent Curriculum (MBKM), one of which is the Teaching Campus Program, which allows students to develop themselves through activities and creativity outside the campus. This program allows students to interact directly with various elementary school conditions throughout Indonesia. This is in line with previous research, which shows that participation in the Teaching Campus Program significantly improves the teaching skills of students who are also directly involved in designing learning while interacting with students (Jamilah et al., 2023). Direct experience in the field helps students understand the dynamics and challenges faced in the teaching and learning process so that they are better prepared when they enter the world of education.

In the context of implementing the Merdeka Curriculum, previous research found that this program had a positive impact on the development of students' soft skills. These soft skills are very important for prospective teachers to build good relationships with students, parents, and colleagues. In addition, Kamalia & Andriansyah, (2021) studied the impact of the MBKM Program on graduates' work readiness, which showed that students who took this program felt more prepared to enter the world of work where students developed practical skills that were relevant to the needs of the education industry so that they were more competitive in the job market. This is in line with the vision of the UMS Islamic Education Study Program, which is to produce graduates who are not only academically competent but also have practical skills in the world of education. This is supported by the results of an interview with a student who stated,

"Prospective Islamic Education students at UMS are facilitated with courses that provide an understanding of the theory and practice of basic teaching skills through microteaching courses, as well as PLP 1 and 2. The Islamic Education Study Program also supports students in taking part in campus programs that can support the development of their basic teaching skills as prospective teachers. For example, Kampus Mengajar, which is one of the MBKM programs".

Thus, the *Kampus Mengajar* Program at UMS plays an important role in developing students' teaching skills. With support from courses such as microteaching and direct experience in the field, such as PLP I and II, Islamic Education students at UMS can develop the competencies needed to become effective educators. This program not only helps students in academic aspects but also prepares them to face challenges in the increasingly complex world of education.

Optimization of Basic Teaching Skills in the *Kampus Mengajar* Program

Kampus Mengajar Program is part of the *Kampus Mengajar Merdeka* (MBKM) Learning Policy, which aims to help students in elementary and junior high schools in various cities by providing educational support (Anugrah, 2021; Anwar, 2021). In addition to emphasizing educational activities, the *Kampus Mengajar* program in each fostered school also helps teachers, school administration and principal management and introduces or adapts technology for both teachers and students

(Maulidina et al., 2023). Thus, the *Kampus Mengajar Program* can maximize theoretical and practical knowledge of basic teaching skills in order to build connections between the academic and professional worlds. This activity is expected to improve students' experience and insight, foster creativity, interpersonal skills, and student leadership, and assist in the implementation of the learning process by providing basic teaching techniques learned in class (Manihuruk & Hariyana, 2022). In general, students' contributions to the *Kampus Mengajar* program are centred on three areas: knowledge transfer, administration, and technology adaptation.

Knowledge Transfer

During the *Kampus Mengajar* program, students contribute to knowledge transfer or assist in the learning process (Fitriyani et al., 2022). Students always coordinate with teachers at the placement school to collaborate and help provide learning materials to students. Then, in the process of this knowledge transfer activity, students also have a focus and goal to improve their numeracy literacy skills (Dwi Cahya et al., 2022). In this process, students can optimize their understanding of the theory and practice of basic teaching skills directly at the placement school.

This proves that *the Kampus Mengajar Program* is beneficial for prospective teacher students in improving their teaching skills in the real world. Based on the results of interviews with researchers with odd semester student participants in the 2021/2022 academic year who have participated in the *Kampus Mengajar Program* waves 6 and 7, information was obtained that by participating in the *Kampus Mengajar* program, students are given the opportunity to directly carry out the learning process in class with students. Research by Widiyono et al., (2021) supports this finding by showing that practical experience in the field helps students face real challenges in teaching so that students can develop better basic teaching skills.

In addition, previous research also shows that field experience gained through programs such as *Kampus Mengajar* can significantly improve students' teaching skills (Sopianingsih et al., 2022). Students involved in this program reported an increase in their ability to design learning and interact with students, which are important aspects of the teaching profession. This shows that the *Kampus Mengajar* program is not only beneficial for students but also has a positive impact on students

in elementary schools. That way, students face real situations in applying previously learned theories and optimizing aspects of basic teaching skills so that the learning process runs smoothly and is more interesting. This will help students increasingly.

Administration

In the process of helping the principal in terms of school management or administration, students also contribute to the creation of school data archives, and students help the principal organize data more neatly. Research by D. K. Nasution et al., (2023) emphasizes that good document management is essential to support the assessment and decision-making process in schools. The importance of data management in schools has been discussed in previous studies. Research by (Arumsari et al., 2022) shows that efficient archive management can increase transparency and accountability in the education system. The study found that schools with good archiving systems tend to be more successful in terms of financial and administrative management, thus having a positive impact on the quality of education provided.

In addition, research by Kurniasari et al., (2023) highlights how student involvement in school administration can help them understand more deeply about educational management. Students who participate in the administration process not only learn about management theory but also gain practical experience that is useful when they enter the workforce as teachers. This experience can enrich their insights into the important role of administration in education.

Furthermore, research by Jamilah et al., (2023) shows that collaboration between students and principals in administrative activities not only benefits the school but also provides an opportunity for students to develop organizational and communication skills. These skills are very important for prospective teachers who will manage classes and interact with various stakeholders in the educational environment. Overall, the contribution of students in school administration through *the Kampus Mengajar Program* is very beneficial for the management of important data and documents. By helping the principal in compiling data archives, students not only improve the administration system but also develop skills that will be useful in their future careers. This experience shows that the *Kampus Mengajar* program

can be an effective bridge between theory and practice in educational management.

Technology Adaptation

The technology adaptation that is always carried out by *Kampus Mengajar* students in each placement school is by introducing and practising laptop operations to students (Siregar, 2024; Utami et al., 2023). In this case, students succeeded in optimizing basic teaching skills in the *Kampus Mengajar* Program. This is evidenced by the results of observations while teaching in class, where students became more enthusiastic and interested in gaining more insight and knowledge when teaching in class using more creative and innovative learning media, such as learning with the help of a projector, which was then displayed in the form of a power point (PPT). A good response from teachers and principals is also a measuring tool to determine the extent to which students can convey material or work programs that are designed so that they can be conveyed well and accepted by students (Mumayizah et al., 2023).

Previous research by Misbahudholam AR et al., (2024) supports this finding by showing that technology integration in learning can improve student learning outcomes. In this context, students involved in the *Kampus Mengajar* program not only function as teachers but also as agents of change who help schools adapt to developments in educational technology (Sopianingsih et al., 2022). In addition, they also introduce various learning media based on information and communication technology to teachers and students to increase learning motivation in the classroom (Hakim et al., 2024). The importance of training for teachers in the use of technology. Students who introduce technology in schools also play a role in providing training to teachers so that teachers can utilize technology optimally in the learning process (Waldi et al., 2022). This shows that technology adaptation is not only limited to students but also involves developing teacher capacity. Thus, the technology adaptation carried out by students in the *Kampus Mengajar* program has a positive impact on the learning process in schools. Students help improve students' digital skills and learning motivation and support teachers in managing more effective learning.

IV. CONCLUSION

Based on the results and discussion, it can be concluded that the profile of basic teaching skills of prospective students of the UMS Islamic Education study program is in the outstanding category in the aspects of opening lessons, asking questions, closing learning, mastering the class, explaining, and providing reinforcement. Moreover, the category is enough to do variations and lead small group discussions. Students have also optimized their basic teaching skills in the *Kampus Mengajar* program through contributions to the three important aspects that have been mentioned, namely the transfer of knowledge during the learning process by implementing basic teaching skills, assisting school managers by compiling important data and documents belonging to the school, and technology adaptation by introducing various learning media based on information and communication technology to teachers and also students.

V. BIBLIOGRAPHY

- [1] Abubakar, R. (2021). *Pengantar Metodologi Penelitian*. SUKA-Press UIN Sunan Kalijaga.
- [2] Andriyani, M. (2022). Keterampilan Dasar Mengajar Yang Harus dikuasai Oleh Guru Untuk Meningkatkan Kreativitas & Efektivitas Dalam Proses Pembelajaran. *Jurnal Pendidikan Teknologi Informasi Dan Komputer*, 1(1). <https://journal.grahamitra.id/index.php/petik/article/view/13/126>
- [3] Anugrah, T. M. (2021). Implementasi Pelaksanaan n Program Kampus Mengajar Angkatan 1 Terdampak Pandemi Covid-19. *Jurnal Ilmiah Nasional*. <https://doi.org/10.54783/jin.v3i3.458>
- [4] Anwar, R. (2021). Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar. *Jurnal Pendidikan Dan Kewirausahaan*. <https://doi.org/10.47668/pkwu.v9i1.221>
- [5] Aziz, A., & Zakir, S. (2022). Tantangan Pembelajaran Pendidikan Agama Islam Di Era 4.0. *Indonesian Research Journal On Education*, 2(3), 1070–1077. <https://doi.org/10.31004/irje.v2i3.123>
- [6] Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- [7] Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry Research Design: Choosing among five approaches* (Fourth). USA: SAGE Publications.
- [8] Dwi Cahya, O., Dias Mumpuni, S., & Apriatama, D. (2022). Implementasi Kampus Mengajar Angkatan I di Sekolah Dasar. *Jurnal Ilmiah KONTEKSTUAL*, 3(02), 93–99. <https://doi.org/10.46772/kontekstual.v3i02.656>

- [9] Fitriyani, N. N., Kusuma, R. M., Supriadi, Y. N., Kusuma, J. W., & Hamidah, H. (2022). PKM Peran Mahasiswa Kampus Mengajar 3 dalam Meningkatkan Literasi dan Numerasi Peserta Didik di Sekolah Dasar. *International Journal of Community Service Learning*, 6(2), 240–248. <https://doi.org/10.23887/ijcsl.v6i2.51914>
- [10] González-Pérez, L. I., & Ramírez-Montoya, M. S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. *Sustainability*, 14(3), 1493. <https://doi.org/10.3390/su14031493>
- [11] Halisah Suriani, Nursafiah, Rika Aswarita, Isnaini, & Habibul Akram. (2022). Socialization of Basic Teaching Skills: Community Service in the Student Microteaching Program at the University of Gunung Leuser. *Mattawang: Jurnal Pengabdian Masyarakat*, 3(1), 116–120. <https://doi.org/10.35877/454RI.mattawang915>
- [12] Irawati, H. (2020). Analisis Keterampilan Dasar Mengajar Mahasiswa Calon Guru Biologi Di Pendidikan Biologi Fkip Uad. *INKUIRI: Jurnal Pendidikan IPA*, 9(1), 34. <https://doi.org/10.20961/inkuiri.v9i1.41378>
- [13] Jamilah, Astuti, Y. P., & AR, M. M. (2023). Implementation of the Campus Teaching Program Batch 3 in Building Scientific Literacy in Elementary Schools. *Jurnal Penelitian Pendidikan IPA*, 9(7), 5140–5149. <https://doi.org/10.29303/jppipa.v9i7.4049>
- [14] Kamalia, P. U., & Andriansyah, E. H. (2021). Independent Learning-Independent Campus (MBKM) in Students' Perception. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(4), 857. <https://doi.org/10.33394/jk.v7i4.4031>
- [15] Kamaliyah, D., & Kawakip, A. N. (2025). Tantangan Pendidikan Agama Islam di Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 1814–1818. <https://doi.org/10.54371/jiip.v8i2.6953>
- [16] Manihuruk, O. M. P. J. B., & Hariyana, N. (2022). Peran Program Kampus Mengajar dalam Meningkatkan Kompetensi SDN Sepatan III Kabupaten Tangerang. *Jurnal Pengabdian Masyarakat ABDIMAS PATIKALA*, 1(4). <https://doi.org/10.51574/patikala.v1i4.453>
- [17] Maulidina, A., Setiadi, D., & Santoso, D. (2023). Analisis Kebermanfaatan Program Kampus Mengajar Mahasiswa Program Studi Pendidikan Biologi FKIP Universitas Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1613–1619. <https://doi.org/10.29303/jipp.v8i3.1535>
- [18] Meilia, A. T., & Erlangga, G. (2022). Aktualisasi Program Kampus Mengajar Sebagai Ruang Kontribusi Mahasiswa terhadap Pendidikan Dasar di Indonesia. *Metodik Didaktik*, 17(2). <https://doi.org/10.17509/md.v17i2.42453>
- [19] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third). USA: SAGE Publications.

- [20] Misbahudholam AR, M., Asmoni, A., Aini, K., & Wardi, M. (2024). The Relationship of the 5th Batch Campus Teaching Program to Literacy and Numeracy Skills in Elementary Schools. *AL-ISHLAH: Jurnal Pendidikan*, 16(2). <https://doi.org/10.35445/alishlah.v16i2.4958>
- [21] Nasir, A., Nurjana, Shah, K., Sirodj, R. A., & Afgani, M. W. (2023). Pendekatan Fenomenologi Dalam Penelitian Kualitatif 1. *INNOVATIVE: Journal Of Social Science Research*, 3(5), 4445–4451. <https://j-innovative.org/index.php/Innovative/article/view/5224/3798>
- [22] Nasution, D. K., Novita, A., & Hafiz, M. S. (2023). Penilaian Implementasi Kegiatan Merdeka Belajar Kampus Merdeka Program Asistensi Mengajar Di Universitas Muhammadiyah Sumatera Utara. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 9(1), 1–10. <https://doi.org/10.30596/edutech.v9i1.13684>
- [23] Nasution, T., Meliani, F., Purba, R., Saputra, N., & Herman, H. (2023). Participation Performance of Students' Basic Teaching Skills in Microteaching. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 2441–2448. <https://doi.org/10.35445/alishlah.v14i4.2307>
- [24] Nurmasyitah, N. (2021a). Analisis Keterampilan Mengajar Mahasiswa Pendidikan Fisika Pada Mata Kuliah Microteaching. *Jurnal Pendidikan Fisika*, 9(1), 102. <https://doi.org/10.24127/jpf.v9i1.3527>
- [25] Rofida, A. (2023, Mei 31). *Tantangan Belajar Pendidikan Agama Islam di Perguruan Tinggi Umum*. 31 Mei. *Kompasiana*. <https://www.kompasiana.com/anisatulrofida8270/6476b6a9822199180571ac42/tantangan-belajar-pendidikan-agama-islam-di-perguruan-tinggi-umum>
- [26] Siregar, K. E. (2024). Social Media Platforms as Pedagogical Tools in Islamic Religious Education: a Critical Review. *ICAIS: International Conference on Actual Islamic Studies*, 3(3), 14-27. <https://prosiding.icaismuh.org/index.php/3rd/article/view/167>
- [27] Sofwatillah, Risnita, Jailani, M. S., & Saksitha, D. A. (2024). Teknik Analisis Data Kuantitatif dan Kualitatif dalam Penelitian Ilmiah. *Journal Genta Mulia*, 15(2), 79–91. <https://ejournal.uncm.ac.id/index.php/gm/article/view/1147>
- [28] Sopianingsih, P., Nurul Insani, N., Muthaqin, D. I., & Masitoh, I. (2022). Persepsi Mahasiswa Terhadap Program Kampus Mengajar Tahun 2022 Dalam Mengembangkan Keterampilan Partisipasi Kewarganegaraan Mahasiswa. *Jurnal Pendidikan Kewarganegaraan*, 5(2), 55-61. <https://journal.unpas.ac.id/index.php/civicedu/article/view/7058>
- [29] Sugihartini, N., Sindu, G. P., Dewi, K. S., Zakariah, M., & Sudira, P. (2020). Improving Teaching Ability with Eight Teaching Skills. *Proceedings of the 3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019)*. <https://doi.org/10.2991/assehr.k.200115.050>
- [30] Tuasikal, A. R. S., Hartoto, S., Prakoso, B. B., Kartiko, D. C., & Hariyanto, A. (2021). the Analysis on Teaching Skills and Learning Effectiveness of

Internship Students. *Cakrawala Pendidikan*, 40(3), 650–658.
<https://doi.org/10.21831/cp.v40i3.40466>

- [31] Utami, E. L., Mulyadiprana, A., & Saputra, E. R. (2023). Peran Program Kampus Mengajar Angkatan 5 dalam Meningkatkan Kualitas Pembelajaran di Sekolah Dasar. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(02), 302–312.
<https://doi.org/10.47709/educendikia.v3i02.2550>
- [32] van Geel, M., Keuning, T., & Safar, I. (2022). How teachers develop skills for implementing differentiated instruction: Helpful and hindering factors. *Teaching and Teacher Education: Leadership and Professional Development*, 11(1). <https://doi.org/10.1016/j.tatelp.2022.100007>
- [33] Widiyono, A., Irfana, S., & Firdausia, K. (2021). Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di Sekolah Dasar. *Metodik Didaktik*, 16(2), 102–107. <https://doi.org/10.17509/md.v16i2.30125>
- [34] Xie, F., & Derakhshan, A. (2021). A Conceptual Review of Positive Teacher Interpersonal Communication Behaviors in the Instructional Context. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.708490>