



## Designing Learning Communication Strategies Based on Basic Teaching Skills for Non-Education Students in Preparation for 'Kampus Mengajar' Batch 7

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Diserahkan: 18 July 2024 ; Direvisi: 5 November 2024 ; Diterima: 30 November 2024

### Abstract

"Kampus Mengajar" Batch 7 focuses on teaching assistance in educational units with the aim of transferring knowledge and skills between students and school students. This study aims to identify and analyze the basic teaching abilities of students participating in Kampus Mengajar Batch 7 from non-educational majors in designing communication strategies based on basic teaching skills in preparing for learning. The method used is qualitative descriptive analysis with observation and in-depth interview data collection techniques. The research subjects were selected using purposive sampling with a total of 7 student alumni participating in the Kampus Mengajar Batch 7 Program from various non-educational study programs at Selamat Sri University. The results showed that non-educational students experienced difficulties in several aspects such as teaching delivery, classroom management, adaptation to the educational and teaching environment (culture shock), understanding of teaching materials, and learning preparation. This is because non-educational students do not have a basis for teaching skills. Therefore, this study offers communication strategies that can be implemented in learning such as: mapping the potential of communicators, determining communication methods, and selecting communication media. This learning communication strategy is expected to be an alternative for non-educational students in preparing for learning.

**Keywords:** Learning Communication Strategy, Basic Teaching Skills, Kampus Mengajar

### Abstrak

Kampus Mengajar Angkatan 7 berfokus pada asistensi mengajar di satuan pendidikan dengan tujuan terjadinya transfer pengetahuan dan keterampilan antara mahasiswa dengan siswa di sekolah. Penelitian ini bertujuan mengidentifikasi dan menganalisis kemampuan dasar mengajar mahasiswa peserta Kampus Mengajar Angkatan 7 yang berasal dari jurusan nonkependidikan dalam perancangan strategi komunikasi based on basic teaching skills dalam mempersiapkan pembelajaran. Metode yang digunakan adalah analisis deskriptif kualitatif dengan teknik pengumpulan data observasi dan wawancara mendalam. Subjek penelitian dipilih menggunakan purposive sampling dengan jumlah 7 mahasiswa alumni peserta Program Kampus Mengajar Angkatan 7 dari berbagai prodi nonkependidikan di Universitas Selamat Sri. Hasil penelitian menunjukkan bahwa mahasiswa nonkependidikan mengalami kesulitan dalam beberapa aspek seperti penyampaian pengajaran, pengelolaan kelas, adaptasi dengan lingkungan pendidikan dan pengajaran (shock culture), pemahaman materi pengajaran, dan persiapan pembelajaran. Hal ini dikarenakan mahasiswa nonkependidikan tidak memiliki dasar kemampuan mengajar. Oleh karena itu, penelitian ini menawarkan strategi komunikasi yang dapat diimplementasikan dalam pembelajaran seperti: memetakan potensi komunikator, menetapkan metode komunikasi, dan memilih media komunikasi. Strategi komunikasi pembelajaran ini diharapkan mampu menjadi alternatif bagi mahasiswa nonkependidikan dalam mempersiapkan pembelajaran.

**Kata kunci:** Strategi Komunikasi Pembelajaran, Kemampuan Dasar Mengajar, Kampus Mengajar

**How to Cite:** Suprihatma & Syaifudin, A. A. (2024). Designing Learning Communication Strategies Based on Basic Teaching Skills for Non-Education Students in Preparation for 'Kampus Mengajar' Batch 7. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 11(3) 381-393. doi: <https://doi.org/10.21093/twt.v11i3.8936>



<https://doi.org/10.21093/twt.v11i3.8936>

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## INTRODUCTION

Quality education is an absolute indicator that must be equitably provided as we approach “Indonesia Emas 2045”, which coincides with the celebration of the 100th anniversary of Indonesia's independence. This is a goal that cannot be compromised, as it is the aspiration and mandate of the Indonesian nation (Rusilowati & Wahyudi, 2020). Improving the quality of education is also a mandate of the law, as stated in Law Number 14, Article 10 concerning Teachers and Lecturers, which states that teachers must possess pedagogical competence, personal competence, social competence, and professional competence. According to Uzer Usman (1997), competence is something that can describe a person's qualifications or abilities both quantitatively and qualitatively. Competence can be seen from the knowledge, skills, and values reflected in the consistent habits of thinking and acting (Dr. Rina Febriana, 2021).

One of the indicators of professional competence can be seen in how a teacher prepares for lessons. Learning is a process in which students, educators, and learning resources actively interact within the learning environment. In the learning process, various activities are carried out, including knowledge transfer, skills development, and the formation of students' character and attitudes (Wahyuningsih, 2022) to improve the quality of learning and produce higher education graduates with competencies aligned with the needs of the times. Therefore, the Governmental initiated the Merdeka Belajar-Kampus Merdeka (MBKM) program, which grants the right to study for three semesters outside of the department, as outlined in the Permendikbudristek No. 3 of 2020.

Since its launch in 2020, the Merdeka Belajar-Kampus Merdeka (MBKM) programs have continuously seen an increase in participants and received positive responses from various academic communities and partners. This is evident from the data published on the Kampus Merdeka website ([kampusmerdeka.kemdikbud.go.id](http://kampusmerdeka.kemdikbud.go.id)), which shows that over 725,000 students are registered and have Kampus Merdeka accounts, more than 3,000 partner organizations, and over 1,300 higher education institutions have participated. One of the flagship programs of MBKM is Kampus Mengajar Batch 7 (KM), through which more than 14,000 schools have benefited from teaching assistance. In addition to this data, researchers also conducted preliminary observations and interviews with participating students, field supervisors, and school principals. The results indicate a very positive response to the Kampus Mengajar Program Batch 7. This preliminary research finding is supported by a survey from the Kemdikbudristek which reveals that out of 30,000 participants in Kampus Mengajar Batch 7 in 2021, 94.3% stated that the program is highly recommended to others.

Behind the success of the Kampus Mengajar Program Batch 7, there are several issues that are frequently faced by most participants from non-education majors. Often, program participants are perceived as education students who are undertaking field practice or internships. This problem is exacerbated by the fact that many teachers at the schools where the program is implemented do not understand the objectives of Kampus Mengajar Batch 7. However, the most essential issue is that non-education students lack both theoretical and practical teaching skills. In fact, basic teaching skills are a fundamental requirement for educators in the learning process (Prasandha & Utomo, 2022). These skills are crucial as they impact the competence in knowledge, skills, attitudes, and values for students (Shoffa, 2017). \*\*A teacher should at least have a framework consisting of knowing what to teach and knowing how to teach (Ruppar et al., 2022). This framework can begin with a focus on pedagogical development and addressing learning issues (Sailor et al., 2020). The personality of the teacher also plays a crucial role in the teaching and learning process, including innovative work behavior (Hidayat et al., 2022), personal grooming, interpersonal skills, and public speaking (- et al., 2020).

As Giloman (1991) argues, basic teaching skills are essential specific instructional behaviors that must be mastered by educators, whether teachers, lecturers, instructors, or trainers, to ensure that the teaching and learning process is effective, efficient, and professional. Furthermore, teaching skills align with the fundamental competencies that educators must possess to carry out their teaching duties professionally. There are at least two core competencies that educators must master: first, knowing the content or subject matter to be taught (what to teach); and second, mastering the methodology or ways to teach it (how to teach). From these two core competencies, it can be concluded that basic teaching skills are not only about delivering content but also encompass broader aspects such as fostering attitudes, emotional development, character, habits, and values (Sundari et al., 2020).

In line with this, Syaripudin (2019) adds nine indicators of basic teaching skills that educators must master, including skills for opening and closing lessons, explaining content, questioning, varying instruction, providing reinforcement, managing the classroom, guiding discussions, and teaching in small groups and individually (Syaripuddin, n.d.). However, this study focuses on five core teaching skill indicators: opening and closing lessons, managing the classroom, explaining material, providing variations in teaching, and organizing and guiding students. By analyzing these teaching indicators, the study aims to determine whether non-education students have a basic foundation in teaching for preparing lessons in the Kampus Mengajar Program Batch 7 or not. Additionally, it explores the steps non-education students take to prepare for designing effective teaching system in the Kampus Mengajar Program Batch 7.

In addition to basic teaching skills, another crucial instrument in the learning process is communication strategy. This strategy is a combination of communication elements (communicator, message, channel (media), receiver, and impact) designed to achieve communication goals. (Ummah et al., 2021). In principle, a strategy consists of two fundamental aspects: planning and management, aimed at achieving goals. (Syaifudin & Darmaningtyas, 2022). However, to achieve specific goals, a strategy should not only function as a road map or directional guide but must also be able to indicate its operational tactics (Andriyani, 2022). Communication strategy is also implemented in the teaching and learning process, involving both educators and students to create a learning environment that aligns with the established objectives. One of the goals of a communication strategy in education is to facilitate the exchange of ideas and concepts between educators and students, serving as an effective and constructive platform for knowledge exchange (Safitri & Retnasary, 2020). Technically, strategies to enhance communication effectiveness in education include identifying communication targets, selecting appropriate communication media, reviewing the objectives of the communication message, and maximizing the role of the communicator in the communication process (Wisman, 2017).

Therefore, the implementation of communication strategies in education must be carried out professionally (Arqam, 2019a) (Arqam, 2019b), so that students experience epistemological development (self-authorship, defined as the internal capacity to construct and evaluate knowledge claims, understand the contextual nature of knowledge, and have independence in the pursuit of knowledge) (Arifin & Muluk, 2017) as it impacts the quality of education (Sutrisno, 2019a). \*\*In line with this, basic teaching skills must be mastered by non-education students in preparing lessons during the Kampus Mengajar Program Batch 7, as they directly impact the success of student learning outcomes. Basic teaching skills need to be understood, internalized, and implemented as a means to enhance educational quality, (Sutrisno, 2019b) enabling students to optimally develop their potential (Damanik et al., 2021).

The failure to achieve learning objectives is one of the risks that educators face if they do not master basic teaching skills, which can also lead to decreased student motivation due to monotonous and boring teaching methods (Jupriyanto & Nuridin, 2019a). This concern is exacerbated by the fact that many educators have not yet performed their teaching duties professionally according to the standards of basic teaching skills. For example, educators often

fail to provide diverse learning variations, leading to reduced student motivation due to monotonous delivery of learning material (Jupriyanto & Nuridin, 2019b). In terms of reinforcement skills, educators have not fully provided attention and appreciation to students (Nurcahya & Hadijah, 2020). In fact, educators often neglect to summarize the teaching material at the end of the learning session, which reflects a lack of skill in closing the lesson due to weak time management (Rohima et al., 2021). These facts indicate that basic teaching skills are essential for non-education students participating in Kampus Mengajar Batch 7 when teaching in the classroom. Mastery of these skills ensures that the learning process is engaging, enjoyable, and conducted in an active, interactive, educational, and contributory manner. (Sutrisno, 2019b).

If this situation is not addressed promptly, there is a risk that it could lead to the failure of the Kampus Mengajar Batch 7. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), field supervisor, and students must take collaborative steps to develop a communication strategy based on basic teaching skills. This strategy should serve as a standard for learning that can be implemented by non-education students in preparing lessons for Kampus Mengajar Batch 7 and future batches.

Several previous studies have examined the implementation of the Kampus Mengajar program, but the research has been limited to subjects or respondents who are education majors. For example, studies conducted by Wahyuningsih (2022) which showed that students from Islamic Education (PAI) programs gained pedagogical competencies, professional competencies, personal competencies, and social competencies through the various activities they engaged in during the Kampus Mengajar program (Wahyuningsih, 2022) (Prasandha & Utomo, 2022). Prashanda & Utomo (2022) found that during the Kampus Mengajar Batch 1, students were proficient in the skill of explaining, but weak in other aspect. Other research focused on improving literacy and numeracy skills among elementary school students (Silitonga et al., 2022). Additionally, some research has shown that teaching skills can enhance student motivation (Safaringga et al., 2022), the existence of changes in knowledge (Rulitama et al., 2023), attitudes and behaviors (Hariyanti & Sundawa, 2023).

In addition to the studies mentioned above, several other studies focus on examining basic teaching skills, including research conducted by Susanto (2022) showing that basic teaching skills are related to several specific and essential abilities that a teacher must master, including the optimization of emotional support and the implementation of pedagogical models to achieve an effective, efficient, and professional teaching process (Susanto, 2022). Daulay dkk (2023) examined the basic teaching skills of students from UIN North Sumatra Medan through their Praktik Pengalaman Lapangan (PPL), focusing on three aspects: planning, implementation, and evaluation (Daulay et al., 2023). Nurwahidah (2020) also conducted research on basic teaching skills focusing on prospective science teacher students in the microteaching course at Ivet University (Nurwahidah, 2020). In addition to microteaching, lesson study can also enhance the basic teaching skills of students in the Mathematics Education program at IKIP Budi Utomo (Napfiah, 2022). Previous research presented by the researcher has focused predominantly on education students, while other studies examining basic teaching skills have largely relied on literature review methods (Andriyani, 2022) (Hikmawati et al., 2023; Rahman et al., 2022) (Rahman et al., 2022) (Luthfiyah & Mustakim, 2024). Based on these studies, it can be concluded that there has been no research specifically on the design of communication strategies based on basic teaching skills for non-education students in preparing for the MBKM Kampus Mengajar program. Yet, basic teaching skills are essential for any educator, especially those from non-education backgrounds who may lack theoretical and practical teaching competencies.

Therefore, a comprehensive evaluation of the Kampus Mengajar Angkatan 7 program is necessary, especially concerning basic teaching skills. This research aims to identify and analyze the basic teaching skills of non-education students participating in Kampus Mengajar



Batch 7. It will focus on designing communication strategies based on these skills for preparing lessons, which can be applied as a comprehensive lesson planning model.

## RESEARCH METHOD

This research is a descriptive qualitative study focusing on deeply investigating social phenomena and events using sentences and narratives (Sodikin & Gumiandari, 2021). Qualitative research aims to provide insights and understanding regarding the problems encountered (Dr. Sigit Hermawan & Amirullah, 2021). This research aims to gather data and analyze the design of learning strategies based on the basic teaching skills of non-education students. The research informants were selected using Purposive Sampling, chosen based on specific criteria according to the needs and objectives of the study (Kriyantono, 2022). After mapping, the informants consisted of 7 students who were alumni participants of the Kampus Mengajar Program Batch 7, coming from non-education majors including Management, Accounting, Psychology, Communication Studies, Governmental Science, Law, and Computer science at Selamat Sri University.

This research data is primary data obtained through observation instruments and in-depth interviews (Kriyantono, 2022). Additionally, the researchers collected secondary data through relevant literature reviews and documentation. To ensure the validity of the data collected, triangulation techniques were used for data validation. The data analysis process employed in this research follows the model by Miles and Huberman (1984) and involves three main steps: data reduction, data display, and conclusion drawing or verification. In this research, data reduction was used to isolate relevant data, data display was carried out systematically according to the results from the reduction process, and conclusions or verifications were made based on the presented data, supported by other relevant information.

This research utilized an analysis tool derived from the SWOT analysis instrument. The SWOT analysis functions as a strategic planning tool to help compare internal strengths and weaknesses with external opportunities and threats (Krisnadi & Dewantara, 2018). The SWOT analysis tool used in this research only includes the analysis of Strengths and Opportunities (Annisa & Tyas, 2021). In mapping the planning of communication strategies based on basic teaching skills, the process begins with analyzing the strengths and opportunities possessed by non-education students. This analysis leads to the identification of strategic actions that can be taken based on the findings. From these strategic actions, researchers develop communication strategies based on basic teaching skills, which serve as a guideline for non-education students in preparing their teaching activities.

## RESULT AND DISCUSSION

### Basic Teaching Skills for Non-Education Students in Preparing Lessons

The Kampus Mengajar Batch 7 is part of the Merdeka Belajar – Kampus Merdeka (MBKM) initiative, focusing on teaching assistance in educational institutions. Its purpose is to provide students with opportunities to learn and develop themselves through activities outside the classroom. Through the implementation of the Kampus Mengajar program, it is hoped that there will be a transfer of knowledge and skills between students, as well as between students and teachers in partner schools (Ismail & Busa, 2023). In addition, participating students assist in the teaching and learning process at schools, help with administrative tasks, and support the adaptation of technology (Hamzah, 2021). Therefore, the basic teaching skills of students become a crucial point in enhancing the quality of education in Indonesia. This is because teaching activities are closely related to the basic teaching skills mastered by educators (Prasandha & Utomo, 2022), including non-education students participating in the Kampus Mengajar Batch 7.

Syaripudin (2019) Syarif, in his book *Sukses Mengajar di Abad 21: (Keterampilan Dasar Mengajar dan Pendekatan Pembelajaran K13)*, explains several indicators of basic teaching skills that an educator must master. These include skills in opening and closing

lessons, explaining lessons, questioning, providing variations in teaching, giving reinforcement, managing the classroom, guiding discussions, and teaching in small groups and individually (Dr. Syaripuddin, n.d.). Based on field data obtained from observations and interviews, it can be concluded that the basic teaching skills of non-education major students participating in the Kampus Mengajar Batch 7 are not fully optimized. This fact is certainly influenced by several factors, particularly the academic background, which is not from an education-related program. In other words, non-education major students participating in Kampus Mengajar Batch 7 lack teaching skills both theoretically and practically. Although the program organizers provide training, it only covers the technical aspects of program implementation and does not extend to the teaching process or methods.

Despite this, non-education major students participating in Kampus Mengajar Batch 7 remain optimistic about the program's implementation. They employ improvisation and initiation to ensure the program proceeds as intended and has a positive impact on improving the literacy and numeracy of students in their assigned schools. These improvisations and initiatives are applied across all learning processes, as explained in the points below:

a. Opening and closing lessons

In the aspect of opening and closing lessons, an informant from the Accounting program who is assigned to SMPN 2 Pageruyung explained that they begin the lesson with greetings, asking how students are, engaging in small talk, praying, and routinely reciting Asmaul Husna, while closing the lesson is done only with a farewell greeting. In this context, Wardani and Julaeha (2007) emphasize that opening a lesson involves preparing students to engage with the core content, while closing a lesson is about consolidating or following up on the topics discussed. (Sundari et al., 2020).

b. Explaining lessons

The aspect of explaining lessons involves the interaction between the teacher and students with the aim of enhancing understanding of the core material being taught. This process must utilize clear, straightforward, and simple language (Andriyani, 2022). Regarding this aspect, an informant from the Psychology department, who was assigned to SMKS Nusantara 1 Comal, explained that in explaining lessons, they review previously taught material using games or ice-breaking activities. The aim is to stimulate students' memory in an engaging manner.

c. Classroom management

Classroom management is a crucial skill for educators as it involves time management and the explanation of learning material. Effective classroom management can be achieved by demonstrating responsiveness, providing clear instructions, and giving wise corrections when students break the rules during lessons. This approach aligns with the statement from an informant, a student from the Communication Science department assigned to SMPN 2 Patean, who mentioned that in classroom management, an educator must be firm with students who are disruptive. Therefore, a teacher must also possess well-developed emotional management skills.

d. Variation in teaching

Variation in teaching aims to engage students and generate enthusiasm for the learning process, thereby fostering motivation to learn. Teaching variation includes the teacher's teaching style, skills in using instructional media, and patterns of interaction between the teacher and students. Although variations in teaching are supposed to be flexible, many informants, such as students from the Law, Management, and Psychology departments, still face challenges in providing teaching variations. However, a student from the Computer science department assigned to SDN 04 Katanggan has taken the initiative to offer teaching variation by teaching students presentation skills. This method aims to train students to confidently present learning material. On the other hand, a student from the Accounting department at SMPN 2 Pageruyung has applied a more varied teaching method using crossword puzzles, finding words, and word walls.

e. Organize and guide students

The final aspect of basic teaching skills in this study is the ability to organize and guide students, both in small groups and individually. This approach allows the teacher to provide more intensive guidance to students, fostering a closer emotional connection and making the learning process more effective (Andriyani, 2022). In response to this, the Accounting students assigned to SMPN 2 Pageruyung created a literacy corner in each classroom as a resource for providing guidance to students to enhance literacy and numeracy. Meanwhile, the Communication students stationed at SMPN 2 Patean provided guidance to inclusive students in the school library.

### **Strategies for Communication in Teaching Based on Basic Teaching Skills for Non-Education Students in the Kampus Mengajar Batch 7**

Educational communication is the process of learning that takes place in schools, where students and teachers interact (contact and communication) with various learning resources in the learning environment. The basic components of educational communication include the communicator (educator), the communicant (students), the message (educational content), communication media (books), effects, and feedback (Kurniawan et al., 2023). Educators, as the source of delivering messages to students, must possess communication skills, attitudes, knowledge, and be attentive to social and cultural contexts. Various skills are essential for teaching and becoming a good teacher. A study conducted by Ehindero & Ajibade (2000) shows that for effective teaching, educators need good communication skills, effective classroom management, up-to-date knowledge, and personality maintenance. No one can teach effectively without having basic teaching skills (Khan et al., 2017). Additionally, research conducted by Ana et al. (2020) found that the priority social competencies required for vocational school teachers include the ability to communicate effectively, empathetically, and politely with fellow educators, educational staff, parents, and other members of the community (Ana et al., 2020).

Pi (2000) explains that teaching strategy is a broad method of instruction that encompasses teaching program plans and implementation steps adopted to achieve teaching goals and adapt to students' cognitive needs in specific teaching situations. (Zhang & Yu, 1996). In 1964, Taba and colleagues proposed that teaching strategies should focus on motivating and fostering creative thinking in students (Taba et al., 1964). Since then, the study of teaching strategies has significantly evolved, leading to the development of various instructional strategies such as demonstrations, imitation methods, collaborative strategies, and more (Wei & Wo, 2006). These strategies have since become role models that assist student learning and positively impact teaching activities in schools (Xia, 2020).

Conceptually, a communication strategy is a collaboration between communication planning and communication management to achieve the established objectives. Besides serving as a roadmap, a communication strategy must also be capable of demonstrating practical operational methods, as the approach used in a communication strategy is inherently dynamic and depends on the situation and conditions (Miftah, 2008). In the context of education, a communication strategy can be understood as an educational plan that encompasses various educational elements to be applied in teaching and learning activities. This results in effective communication techniques aimed at achieving learning objectives, which can be measured through several indicators such as increased knowledge and understanding, attitude changes, critical thinking, and enhanced skills and behaviors (Lutfi & Supriadi, 2021).

Based on the analysis of field data related to the basic teaching skills of non-education students in the Kampus Mengajar Batch 7, several communication strategies have been formulated and implemented in the learning process by these students. At least three effective communication strategies in the Kampus Mengajar Batch 7 are as follows:

### a. Mapping The Communicator's Potential

Communication activities are a process in which the communicator sends messages, including ideas, concepts, and thoughts, to the communicant through media in an efficient manner. This results in a shared understanding or exchange of meaning between the communicator and the communicant, leading to influence and a change in attitude that aligns with the communicator's intentions (Manurung & Syahril, 2023). This means that a communicator has a crucial role and bargaining position in the communication process. Therefore, the potential of a communicator is essential, as it aligns with the professional competencies required of an educator, which include specific academic qualifications that the educator (communicator) must possess (Wahyuningsih, 2022). In this context, the researchers identified several potentials of non-education students as learning communicators in the Kampus Mengajar Batch 7, based on their academic qualifications as presented in the table below:

**Table 1. Program Based on the Competencies and Expertise of Non-Education Students**

Department (non-education)	Types of Programs (Based on Competencies and Study Programs) Offered in Kampus Mengajar Batch 7
Management	Teaching Human Resource Management (HRM) and financial literacy
Psychology	Character Education with a Psychological Approach
Communication Sciences	Public speaking
Accounting	Budget preparation and reporting
	The dangers of cybercrime Law and ethics of using communication technology
Computer science	Training and Developing Website

The table above explains that although students participating in the Kampus Mengajar Batch 7 come from non-education department and lack formal teaching training, they are still able to offer alternative programs that can be implemented during the program. The proposed programs can be seen as a positive breakthrough due to the integration of diverse knowledge within the placement schools, making the teaching materials and methods more varied and less monotonous.

### b. Establishing Communication Methods

Oemar Hamalik, as cited in Fanani (2014), explains that communication methods in the context of teaching are approaches used to explain learning materials as an effort to achieve curriculum objectives (Lutfi & Supriadi, 2021). Although participants in the Kampus Mengajar Batch 7 come from non-education department, they have managed to develop communication methods in teaching that are both effective and adaptive, tailored to the needs of the school environment and the conditions of the students. Based on data from informants, the researcher has identified several communication methods that have been implemented by the Kampus Mengajar Team Batch 7, including:

The Kampus Mengajar Team Batch 7 implemented various strategies to promote literacy and numeracy across schools in Kendal Regency, including creating literacy clinics and reading corners at SDN 1 Korowelang Kulon in Cepiring District to enhance students' reading interest and abilities, organizing engaging events such as literacy festivals, camps, joyful literacy sessions, and ambassador programs initiated by Communication Science students at SMPN 2 Patean in Weleri District to make the literacy-numeracy program more appealing, allocating a mandatory 15-minute reading session before lessons and establishing literacy corners in each classroom at SMPN 2 Pageruyung to cultivate a reading habit and culture, reinforced by visits to the Library at Kabupaten Kendal, and collaborating with the Dinas Lingkungan Hidup Kabupaten Kendal to implement the Green School concept through recycling initiatives, such as repurposing gallon and mineral water bottles into plant pots, which



was spearheaded by the team at SDN 04 Ketanggan in Gringsing District, ultimately creating a comprehensive approach to improving literacy and numeracy skills while also promoting environmental awareness among students in Kendal Regency..

### c. Choosing Communication Media

In educational settings, communication media encompasses all resources that can be used for educational communication. In other words, communication media includes all tools used to produce, reproduce, distribute, or disseminate and convey information. Miarso (2011) defines teaching media as anything that can stimulate students' thoughts, feelings, attention, and will, thereby encouraging the learning process within the students (Fitriansyah, 2020). The researchers found several communication media in learning that were applied by the Kampus Mengajar Batch 7 team to support the success of the teaching and learning process. These include optimizing bulletin boards (mading) as a communication medium to convey information related to the learning material and utilizing various games to stimulate students' interest in learning, such as crossword puzzles, finding words, and word walls (Asmadi, 2022) (Hartutik & Aprilia, 2024) have proven to enhance the online learning process, making it more enjoyable and effective in improving students' skills and understanding with ease.

The most unique learning communication media is the use of the ecoprint technique. The ecoprint process is a unique method that reveals the shapes and colors of leaves from natural materials (plants) through steaming. This ecoprint technique is expected to provide students with new knowledge in the process of transferring colors and natural patterns that have unique and unexpected designs. (Suardika et al., 2023).

Communication media was implemented by a student from the Law program who was assigned to SMP NU 06 Kedungsuren. In principle, media act as intermediaries, conveyors, or links used to ensure that the messages or information exchanged between senders and receivers are well received. Batubara (2011) explains that one of the functions of communication media is its educational function, where every communication media activity has the primary function of educating, which can influence or transform positive values to the wider community. In the educational world, communication media function as learning aids and also provide learning experiences for students. (Riswandari & Yuwita, 2021).

## CONCLUSION AND RECOMMENDATIONS

Basic teaching skills are essential for educators to ensure that the learning process is effective. The Kampus Mengajar Batch 7 requires non-education students to master these basic teaching skills, despite their lack of theoretical and practical teaching background. Based on the results and discussion, it can be concluded that non-education students participating in the Kampus Mengajar Batch 7 face difficulties in several aspects, such as delivering lessons, managing classrooms, adapting to the educational environment and teaching (cultural shock), understanding teaching material, and preparing lessons. This condition is due to the fact that non-education students do not have any foundational teaching skills. Therefore, this study proposes several communication strategies that can be implemented in teaching, such as mapping out the potential of communicators, establishing communication methods, and selecting communication media. These teaching communication strategies are expected to serve as alternatives for non-education students in preparing for their lessons.

Furthermore, the research team acknowledges that this study is far from perfect in both process and results. Therefore, it is recommended that future researchers focusing on the development of teaching communication strategies explore more modern and adaptive teaching strategies. Attention should also be given to educational practitioners and instructors from non-education backgrounds who are involved in teaching and education. In the future, research examining the teaching communication strategies of non-education students in the Kampus Mengajar program could be conducted on a broader, national scale.

## ACKNOWLEDGMENTS

The research team extends their gratitude to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the Directorate of Research, Technology, and Community Service (DRTPM) for providing funding for this research through the Penelitian Dosen Pemula (PDP) scheme, which has enabled the successful realization of this research project. The research team also expresses their thanks to all parties who have supported the successful completion of this research.

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