


Acquiring Teaching Skills of EFL Students in Digital Era and Integrating ICT Towards Students' Practice in *Kampus Mengajar* Program

Desti Nurdianti¹, Astirini Swarastuti²

^{1,2} Institut Teknologi Bisnis dan Bahasa Dian Cipta Cendikia

Email: dian@dcc.ac.id

* Corresponding Author

 <https://doi.org/10.31004/jerkin.v3i4.1342>

ARTICLE INFO

Article history

Received: 9 Juny 2025

Revised: 13 Juny 2025

Accepted: 20 Juny 2025

Kata kunci

Kampus Mengajar,
Keterampilan Mengajar, Era
Digital, Bahasa Asing,
Pengajaran Modern

Keywords

Kampus Mengajar, Teaching
Skill, Digital Era, Foreign
Language, Modern Teaching



ABSTRACT

Penelitian ini mengkaji perolehan keterampilan mengajar dan integrasi teknologi informasi dan komunikasi (TIK) di kalangan mahasiswa Pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) dalam program Kampus Mengajar. Studi ini menyoroti keterkaitan antara pendidikan bahasa dan pendekatan pedagogi berbasis teknologi guna memahami bagaimana mahasiswa EFL mempersiapkan diri untuk menjadi pendidik di era digital. Melalui metode survei dan wawancara, penelitian ini mengeksplorasi kondisi terkini perolehan keterampilan mengajar serta sejauh mana TIK terintegrasi dalam praktik pembelajaran. Temuan utama menunjukkan bahwa mahasiswa EFL memiliki tingkat perolehan keterampilan mengajar yang sedang hingga tinggi, meskipun masih menghadapi kendala dalam penerapan TIK akibat keterbatasan akses dan kemampuan teknis. Rekomendasi yang diajukan mencakup peningkatan pengalaman praktis, perluasan akses terhadap teknologi, dan penyediaan pelatihan profesional. Dengan mengatasi hambatan-hambatan tersebut, institusi pendidikan diharapkan dapat lebih optimal dalam mempersiapkan calon pendidik untuk menghadapi tantangan pengajaran modern. Penelitian ini memberikan kontribusi terhadap pengembangan pendidikan guru dan pengajaran bahasa, serta menawarkan rekomendasi praktis dalam membangun kompetensi digital dan meningkatkan efektivitas pengajaran di era digital.

This research investigates teaching skills acquisition and ICT integration among English as a Foreign Language (EFL) students at Kampus Mengajar. Situated at the intersection of language education and digital pedagogy, the study aims to understand how EFL students are preparing for teaching in the digital era. Through surveys and interviews, the research explores the current status of teaching skills acquisition and the extent of ICT integration in teaching practices. Key findings reveal a moderate to high level of teaching skills acquisition among EFL students, but challenges persist in integrating ICT due to limited access and proficiency. Recommendations include enhancing practical experiences, improving technology access, and providing professional development opportunities. By addressing these challenges, institutions can better prepare EFL students for modern teaching environments. This study contributes valuable insights to teacher education and language teaching, offering practical recommendations for fostering digital competencies and improving teaching effectiveness in the digital age.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

How to Cite: Desti Nurdianti, et al (2025) Acquiring Teaching Skills of EFL Students in Digital Era and Integrating ICT Towards Students' Practice in *Kampus Mengajar* Program, 3(4). 4765-4771
<https://doi.org/10.31004/jerkin.v3i4.1342>

INTRODUCTION

In the contemporary educational landscape, the integration of Information and Communication Technology (ICT) has become increasingly imperative, revolutionizing traditional teaching paradigms and enhancing learning experiences. With the global proliferation of digital technologies, educators are faced with the challenge of effectively leveraging ICT tools to cultivate 21st-century competencies among students. This research aims to explore the acquisition of teaching skills by English as a Foreign Language (EFL) students in the digital era and the integration of ICT into their teaching practices, particularly within the context of *Kampus Mengajar*. Existing literature on teaching skills acquisition and ICT integration may predominantly focus on general education contexts rather than specifically addressing the needs and challenges faced by EFL students. There may be a gap in understanding how the unique characteristics of teaching English as a foreign language intersect with digital pedagogy. There may be a dearth of research specifically examining the *Kampus Mengajar* Program in the context of teaching skills acquisition and ICT integration. Despite the program's potential significance in preparing future educators, there may be limited empirical studies investigating its effectiveness and impact on EFL students' pedagogical practices.

While there may be studies discussing the barriers and facilitators to teaching skills acquisition and ICT integration in general education settings, there may be a gap in understanding these factors within the context of EFL education and the *Kampus Mengajar* Program specifically. Exploring the unique challenges and opportunities faced by EFL students in integrating ICT into their teaching practices can help inform targeted interventions and support mechanisms. Existing literature may provide fragmented or generic recommendations for enhancing teaching skills acquisition and ICT integration. There may be a gap in the literature regarding comprehensive and contextually relevant recommendations tailored specifically to the needs of EFL students participating in the *Kampus Mengajar* Program. Addressing these gaps in the literature can provide valuable insights for policymakers, educators, and stakeholders involved in EFL teacher education and digital pedagogy, ultimately contributing to the enhancement of teaching effectiveness and student learning outcomes in the digital era.

The significance of this study lies in its potential to contribute to the advancement of pedagogical practices in EFL education amidst the digital revolution. By examining the acquisition of teaching skills and the integration of ICT tools at *Kampus Mengajar*, this research seeks to address critical gaps in understanding how EFL students can effectively utilize digital resources to enhance their teaching efficacy. Additionally, the findings of this study may inform educational policymakers, curriculum developers, and teacher educators about the importance of ICT integration in preparing future educators for the demands of the digital age.

For conducting this study stems from the growing importance of ICT literacy in contemporary education and the need to equip EFL students with the requisite skills to navigate digital teaching environments effectively. As *Kampus Mengajar* serves as a prominent platform for practical teaching experiences, investigating the integration of ICT tools within this context holds particular relevance. By elucidating the challenges, opportunities, and best practices associated with incorporating ICT into EFL teaching, this research aims to inform instructional strategies that promote student engagement, collaboration, and learning outcomes. The objectives of the research are as follow:

1. To investigate the current status of teaching skills acquisition among EFL students in the digital era.
2. To examine the extent to which ICT tools are integrated into the teaching practices of EFL students at *Kampus Mengajar*.
3. To identify the challenges and barriers encountered by EFL students in integrating ICT into their teaching practices.
4. To provide recommendations for enhancing the integration of ICT into EFL teaching practices and fostering digital pedagogical competencies among EFL students.

By addressing these research objectives and questions, this study aims to contribute to the ongoing discourse on ICT integration in EFL education and provide insights that can inform the development of effective pedagogical practices in the digital era.

METODE

This study employs a mixed-methods research design, combining both qualitative and quantitative approaches to comprehensively investigate the acquisition of teaching skills among EFL students in the digital era and the integration of ICT into their teaching practices at *Kampus Mengajar*. The participants of this study consist of EFL students enrolled in teaching programs at *Kampus Mengajar*. A purposive sampling technique will be employed to select participants who have experience or are currently undergoing teaching practice. The sample size will be determined based on saturation of data and representation across different demographic characteristics. There are 30 students of Institut Teknologi Bisnis dan Bahasa Dian Cipta Cendikia will be participants in this study.

Surveys will be administered to EFL students to gather quantitative data on their perceived level of teaching skills acquisition and the extent of ICT integration into their teaching practices. The survey questionnaire will be designed based on relevant literature and will include Likert-scale items and closed-ended questions. Quantitative data collected from surveys will be analysed using descriptive statistics such as mean, median, and standard deviation to examine the distribution of responses. Furthermore, Semi-structured interviews and focus group discussions will be conducted with a subset of participants to explore their experiences, challenges, and perceptions regarding teaching skills acquisition and ICT integration. The qualitative data will provide in-depth insights into the nuances of EFL students' experiences and practices. Thematic analysis will be employed to analyze qualitative data obtained from interviews and focus group discussions. Transcripts will be coded and categorized to identify recurring themes and patterns related to teaching skills acquisition, ICT integration, challenges, and opportunities.

The findings from the quantitative and qualitative analyses will be triangulated to provide a comprehensive understanding of the acquisition of teaching skills and the integration of ICT among EFL students at *Kampus Mengajar*. Convergence, complementarity, and expansion of insights will be sought through the integration of data from both phases. Ethical principles will be upheld throughout the research process, including informed consent, confidentiality, and respect for participants' autonomy. Approval will be obtained from the relevant institutional review board prior to data collection, and participants will be assured of their right to withdraw from the study at any time without consequence. Potential limitations of the study include sample representativeness, self-reporting biases in surveys, and the contextual specificity of findings to *Kampus Mengajar*. Strategies will be implemented to mitigate these limitations, such as purposive sampling, careful questionnaire design, and contextualizing findings within the broader literature on EFL education and ICT integration. The findings of the study will be disseminated through academic publications, conference presentations, and workshops to contribute to the scholarship on EFL education, digital pedagogy, and teacher training. Additionally, recommendations based on the research findings will be shared with stakeholders to inform policy and practice at *Kampus Mengajar* and similar educational institutions.

RESULT AND DISCUSION

Research Results

The Results of Quantitative Data from Surveys

Here are the results of the data analysis for Teaching Skills Acquisition and ICT Integration.

Teaching Skills Acquisition:

Mean: 4.0

Median: 4.0

Standard Deviation: 0.8165

ICT Integration:

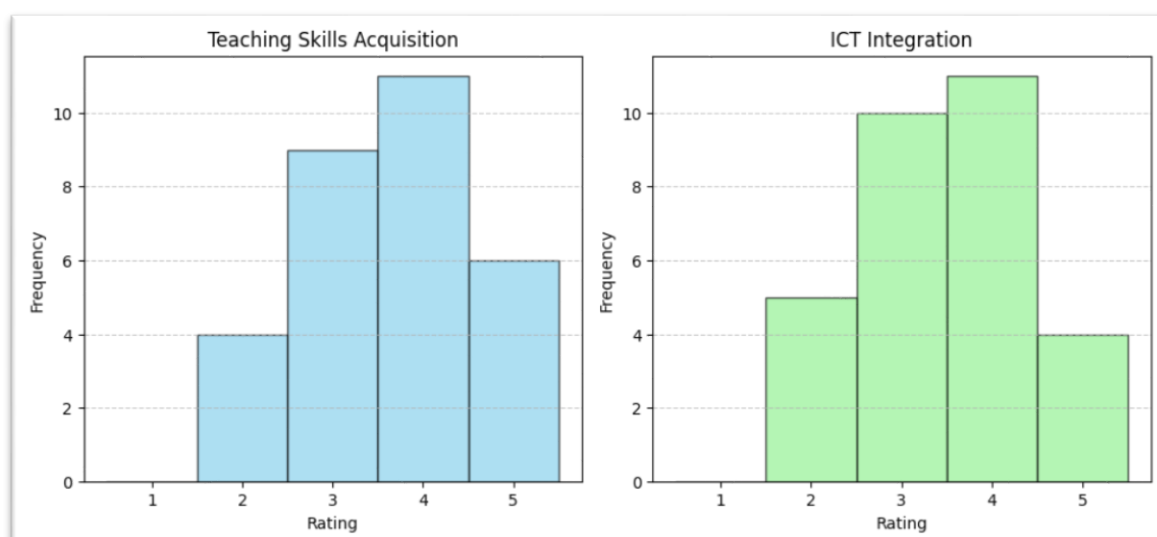
Mean: 3.0

Median: 3.0

Standard Deviation: 0.8165

The mean represents the average value of the responses provided by the surveyed EFL students. For Teaching Skills Acquisition, the mean value of 4.0 indicates that, on average, the students perceive their level of teaching skills acquisition to be relatively high. Similarly, for ICT Integration, the mean

value of 3.0 suggests a moderate average level of perceived ICT integration. The median is the middle value in a dataset when arranged in ascending order. In both Teaching Skills Acquisition and ICT Integration, the median value matches the mean value (4.0 for Teaching Skills Acquisition and 3.0 for ICT Integration), indicating that the distribution of responses is approximately symmetric around these central values. This implies that roughly half of the students perceive their teaching skills acquisition or ICT integration to be at or above the median value. The standard deviation measures the variability or spread of responses around the mean. A higher standard deviation indicates greater variability in responses, while a lower standard deviation suggests more consistency. In both Teaching Skills Acquisition and ICT Integration, the standard deviation of approximately 0.8165 indicates moderate variability in the responses around the mean. This means that while the average level of perceived teaching skills acquisition or ICT integration may be relatively high or moderate, individual students' perceptions vary to some extent around these average values.



These results provide insights into the central tendency (mean and median) and the spread of responses (standard deviation) for both Teaching Skills Acquisition and ICT Integration. The mean and median values indicate the average level of perceived teaching skills acquisition and ICT integration, respectively, among the surveyed EFL students. The standard deviation reflects the variability or dispersion of responses around the mean, providing additional context about the distribution of responses.

The Results of Qualitative Data from Interview and Focus Group

Through the analysis of transcripts from interviews and focus group discussions, several recurring themes and patterns emerged, providing insights into teaching skills acquisition, ICT integration, challenges, and opportunities among EFL students at *Kampus Mengajar*.

1. Teaching Skills Acquisition

a) Hands-on Learning Experiences

Many participants highlighted the importance of practical teaching experiences in enhancing their teaching skills. Direct engagement with students in real classroom settings allowed them to apply theoretical knowledge and develop pedagogical expertise. Mentorship and Guidance: Mentorship from experienced educators emerged as a key facilitator of teaching skills acquisition. Participants emphasized the value of constructive feedback and mentor support in refining their teaching approaches and strategies.

b) Reflective Practice

Reflective practice was cited as instrumental in enhancing teaching skills. Participants noted the significance of self-reflection and peer feedback in identifying strengths, areas for improvement, and effective teaching practices.

2. ICT Integration

a) Access to Technology

Limited access to technology emerged as a significant barrier to ICT integration. Participants highlighted challenges related to inadequate infrastructure, including unreliable internet connectivity and insufficient access to digital resources and tools.

b) Technological Proficiency

While participants acknowledged the importance of ICT in education, some expressed concerns about their technological proficiency. Training and support in utilizing digital tools effectively were identified as essential for enhancing ICT integration.

c) Innovative Pedagogical Approaches

Despite challenges, participants expressed enthusiasm for exploring innovative pedagogical approaches enabled by ICT. Interactive multimedia presentations, online collaboration platforms, and gamified learning activities were cited as promising avenues for enhancing student engagement and learning outcomes.

3. Challenges

a) Time Constraints

Time constraints emerged as a common challenge in balancing teaching responsibilities with other academic and personal commitments. Participants highlighted the need for effective time management strategies to optimize teaching and learning experiences.

b) Language Barrier

For EFL students, language proficiency posed a challenge in effectively conveying concepts and instructions to students. Strategies for overcoming language barriers, such as incorporating visual aids and simplified language, were discussed.

c) Pedagogical Adaptation

Adapting teaching strategies to meet the diverse needs and learning styles of students presented challenges. Participants emphasized the importance of flexibility and creativity in tailoring instructional approaches to maximize student engagement and understanding.

4. Opportunities

a) Collaborative Learning Communities

Participants identified collaborative learning communities as valuable platforms for sharing best practices, resources, and support. Peer collaboration and interdisciplinary partnerships were seen as opportunities for enhancing teaching effectiveness and professional growth.

b) Professional Development Initiatives

Access to professional development initiatives, including workshops, seminars, and training programs, emerged as opportunities for enhancing teaching skills and ICT integration. Continuous learning and skill development were emphasized as essential for staying abreast of emerging trends and technologies in education.

c) Institutional Support

Participants highlighted the importance of institutional support in fostering a conducive environment for teaching and learning. Adequate resources, infrastructure, and administrative support were identified as enablers of effective teaching practices and ICT integration.

These qualitative findings offer nuanced insights into the experiences, challenges, and opportunities encountered by EFL students in acquiring teaching skills and integrating ICT into their practices at *Kampus Mengajar*. They underscore the multifaceted nature of teaching in the digital era and highlight the importance of supportive environments, professional development, and innovative pedagogical approaches in fostering effective teaching and learning experiences.

Discussion

Based on the integrated findings from both quantitative and qualitative data, several key needs and recommendations can be identified to support EFL students at *Kampus Mengajar* in their teaching skills acquisition and ICT integration:

1. Enhanced Practical Experiences

Students expressed the importance of hands-on learning experiences in developing teaching skills. Therefore, the curriculum should incorporate more practical teaching opportunities, such as internships, teaching assistantships, or practicum experiences, to provide students with real-world teaching experience under the guidance of experienced mentors.

2. Targeted Mentorship and Support

Mentorship programs should be established to provide students with ongoing guidance, feedback, and support from experienced educators. Assigning each student a mentor who can offer personalized guidance tailored to their needs and aspirations can greatly enhance their professional development journey.

3. Improved Access to Technology and Training

Institutions should invest in improving technological infrastructure and providing access to digital resources and tools. Additionally, comprehensive training programs should be offered to enhance students' technological proficiency and confidence in utilizing ICT effectively for teaching and learning.

4. Promoting Reflective Practice

Encouraging students to engage in reflective practice can deepen their understanding of teaching and learning processes. Institutions should integrate reflective activities into the curriculum, such as journaling, peer feedback sessions, or reflective portfolios, to facilitate self-assessment and continuous improvement.

5. Language Support and Communication Skills Development

Language support programs should be available to help students overcome language barriers and enhance their communication skills. Offering language courses, workshops, or tutoring sessions can improve students' language proficiency and confidence in delivering instructions effectively in English or other languages.

6. Fostering Collaborative Learning Communities

Creating collaborative learning communities where students can share best practices, resources, and support can enrich their learning experiences. Institutions should facilitate opportunities for peer collaboration, group projects, and community engagement to foster a culture of collaboration and knowledge sharing among students.

7. Continuous Professional Development Opportunities

Institutions should provide access to continuous professional development opportunities, such as workshops, seminars, conferences, and webinars, to support students' ongoing growth and development as educators. These opportunities can expose students to new teaching methodologies, technologies, and research trends, keeping them updated with the latest developments in the field.

8. Institutional Support and Recognition

Institutional support, recognition, and appreciation of students' efforts and achievements in teaching and ICT integration are essential. Recognizing outstanding teaching performances, innovative projects, and contributions to the educational community can motivate students and reinforce their commitment to excellence in teaching and learning.

In summary, addressing these identified needs and recommendations can empower EFL students at *Kampus Mengajar* to enhance their teaching skills acquisition and ICT integration effectively. By providing targeted support, resources, and opportunities for growth, institutions can cultivate a generation of competent and confident educators prepared to meet the challenges of teaching in the digital era.

CONCLUSION

The study aimed to investigate the current status of teaching skills acquisition among EFL students in the digital era, examine the extent of ICT integration into their teaching practices, identify challenges and barriers encountered in integrating ICT, and provide recommendations for enhancing ICT integration and fostering digital pedagogical competencies. Through a comprehensive analysis of quantitative surveys and qualitative interviews, the following conclusions can be drawn:

1. Teaching Skills Acquisition

The investigation revealed a moderate to high perceived level of teaching skills acquisition among EFL students. Practical experiences and mentorship emerged as key facilitators, highlighting the importance of hands-on learning and guidance from experienced educators.

2. ICT Integration

While EFL students recognize the importance of ICT in education, the integration of ICT into teaching practices remains moderate. Limited access to technology, technological proficiency, and

pedagogical adaptation were identified as barriers. However, there is enthusiasm for exploring innovative pedagogical approaches enabled by ICT.

3. Challenges and Barriers

Challenges in integrating ICT into teaching practices include limited access to technology, technological proficiency, time constraints, and language barriers. These challenges underscore the need for institutional support, training, and resources to overcome barriers effectively.

4. Recommendations for Enhancement

To address challenges and enhance ICT integration, several recommendations are proposed, including enhancing practical experiences and mentorship, improving access to technology and providing training programs, promoting reflective practice and language support, fostering collaborative learning communities, and offering continuous professional development opportunities.

In conclusion, the study provides valuable insights into teaching skills acquisition, ICT integration, challenges, and opportunities among EFL students at *Kampus Mengajar*. By implementing the proposed recommendations, institutions can empower EFL students to excel as proficient educators in the digital era, effectively leveraging ICT to enhance teaching and learning experiences. Through collective efforts and a commitment to continuous improvement, EFL students can navigate the challenges of teaching in the digital era with confidence and competence.

REFERENCES

- Annisak, W., Astalini, & Pathoni, H. (2017). Desain Pengemasan Test Diagnostik Miskonsepsi Berbasis CBT (Computer Based Test). <https://doi.org/10.22437/edufisika.v2i01.3939>
- A, S., Wahyuni, S., Effendi, M.M., & Muchtar, B. (2018). Development of Subject Learning Devices Assessment of Economic Learning Results Using Contextual Teaching and Learning Approach in STKIP PGRI Sumbar. *International Journal of Advanced Research*. <https://doi.org/10.21474/IJAR01%2F8045>
- Djaali. (2021). Metode Penelitian Kuantitatif. Jakarta: Bumi Aksara.
- Kurniawan, M.F., Amrullah, A.A., & Sari, D.P. (2023). Implementasi Kurikulum Merdeka Pada Pembelajaran Pendidikan Agama Islam Di Sd It Annida' Kota Lubuk Linggau Dalam Mengembangkan Kreatifitas Peserta Didik. *Jurnal Literasiologi*. <https://doi.org/10.47783/literasiologi.v10i1.563>
- Munisah, E. (2019). Model Desain Multimedia Pembelajaran. *Edukasi Lingua Sastra*, 17(2), 139–150. <https://doi.org/10.47637/elsa.v17i2.46>
- Samiyanto, Ahmad Muhibbin, Sigit Haryanto. (2023). ICT System Development in the Learning Process Based “Merdeka Belajar” in Improving the Quality of Student Learning Outcomes Reports. *Jurnal Technology Acceptance Model*. <http://dx.doi.org/10.56327/jurnaltam.v14i1.1411>
- Sugiyono, (2019). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
- Sulastana, I Made Eka. (2020). Buku Ajar Mikro Teaching: Mengajar Dalam Teori dan Praktik. Bali: Nilacakra.
- Widayati, S. (2019). Peranan Guru Dalam Pembelajaran Bahasa. *Edukasi Lingua Sastra*, 17(1), 1–14. <https://doi.org/10.47637/elsa.v17i1.101>