

EXPLORING STUDENTS' INTEREST IN BECOMING A TEACHER THROUGH "KAMPUS MENGAJAR" PROGRAM

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Abstract: *Kampus Mengajar is one of Merdeka Belajar Kampus Merdeka (MBKM) or Independent Learning – Independent Campus program presented by the Ministry of Educational and Culture. This program gives a great chance for university students around Indonesia to participate and impact the target school. The study was intended to explore the students' perception of the 'Kampus Mengajar' Program on student's interest in becoming a teacher. This research used qualitative design. In data retrieval, researchers are interviewing, observing, and asking through questionnaires three students at faculty of teaching and educational sciences of UIA who joined Kampus Mengajar Program batch 3. There are five aspects that become the focus of this study, they are motivation, unforgettable experience, activities in the classroom, moral value and impact. Based on the results of in-depth interviews, observation, and questionnaire it can be said that students join the Kampus Mengajar Program due to several reasons such as to get new knowledge, experience, and reduction of the tuition fee. Further the students conduct several activities such as listening to songs, spelling alphabet, literacy, numeracy, and phonetics. Then, students also improve several soft skills such as communication, social skills, problem solving, empathy, management, and independence. As a result, the experience of the joint Kampus Mengajar Program has influenced college students to become teachers in the future.*

Keywords: *Kampus Mengajar Program, Teacher, Students, Interest*

Abstrak: Kampus Mengajar merupakan salah satu program dari Merdeka Belajar Kampus Merdeka (MBKM) yang dipelopori oleh Kementerian Pendidikan dan Kebudayaan. Program ini memberikan kesempatan yang sangat luas kepada mahasiswa di seluruh Indonesia untuk berpartisipasi dan berdampak pada sekolah-sekolah tujuan. Artikel ini bertujuan ini mengeksplorasi persepsi mahasiswa peserta kampus mengajar terkait ketertarikannya menjadi guru pasca menyelesaikan program. Penelitian ini menggunakan pendekatan kualitatif. Data diperoleh melalui wawancara, observasi dan pengisian angket kepada tiga peserta program kampus mengajar angkatan 3 yang kesemuanya merupakan mahasiswa fakultas keguruan dan ilmu pendidikan. Terdapat lima aspek yang menjadi fokus penelitian yaitu motivasi, pengalaman tak terlupakan, aktivitas di dalam kelas, nilai moral dan dampak. Berdasarkan hasil wawancara, observasi dan angket diperoleh hasil bahwa ketiga partisipan memiliki motivasi yang sama dalam mengikuti program kampus mengajar yaitu mendapatkan pengetahuan, pengalaman, dan juga untuk memperoleh beasiswa pendidikan. Mereka juga melaksanakan beberapa kegiatan diantaranya mendengarkan lagu, mengeja, pengajaran literasi, numersi, dan fonetik. Lebih jauh lagu, dari program kampus mengajar ini mahasiswa memperoleh peningkatan skill terutama di bidang komunikasi penyelesaian masalah, kompetensi sosial, empati, manajemen, dan kemandirian. Dari penjelasan tersebut diatas diperoleh hasil bahwa mahasiswa lebih tertarik menjadi guru setelah mengikuti program kampus mengajar.



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Kata kunci: Program Kampus Mengajar, Guru, Murid, Ketertarikan

INTRODUCTION

Education is one of the most important aspects in improving the quality of human resources. The realization of increased human resources in the educational aspect can be seen through teaching and learning activities. Higher education is one of the educational institutions that have a goal in producing the quality of human resources. According to Cahyono (2019) as members of the intellectual community, university students are expected to be able to portray themselves professionally and proportionally in society or in the world of education. The university students who studied in the faculty of teacher training and educational sciences are expected to be a teacher after they have graduated from the college. Thus, during their course, they study how to be a professional teacher.

The main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, basic education, and secondary education (Law of the Republic of Indonesia No. 14 in the year of 2005 concerning teachers and lecturers). The teacher's task in the learning process includes pedagogical tasks. The pedagogical task is the task of helping, guiding, and leading. While the duties of a teacher as a profession include educating, teaching, and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology. While training means developing skills in students.

According to (Sukmadinata, 2009), "teachers are human beings who have personalities as individuals. The teacher's personality, like the individual personality in general, consists of physical, intellectual, social, emotional, and moral aspects. Teachers as educational staff are individuals who have talents, interests and intentions to help students to be more prepared to become qualified human resources.

Winkel states that interest is defined as a permanent subject to feel interested in a particular field of study or subject and feel happy studying the material (Winkel, 2009). Meanwhile, according to Muhibbin Syah suggests that "interest (interest) means the high enthusiasm or great desire for something (Syah, 2008). Another definition of interest put forward by Slameto "Interest is defined as a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself (Slameto, 2015). In this case interest arises because of a sense of interest or Feeling happy about an object.

Interest is the state of individuals (humans) doing activities with pleasure. Interest will arise because of the feeling of wanting to have and deepen it. Slameto states that interest is a persistent tendency to pay attention and remember some activities (Slameto, 2015). There are several indicators of interest, including joy, interest, attention, and involvement (Sudaryono, 2012). According to Crow & Crow in Hamida

interest is influenced by two factors, namely internal factors (intrinsic) and external factors (extrinsic) (Hamidah & Setiawan, 2019) . Intrinsic factors (from within) students that affect interest such as emotional factors, perceptions, motivations, talents and knowledge in the form of experience. Extrinsic factors (from outside) of students include the influence of the family environment, encouragement from parents, information about the world of work and the social environment.

Ngalim Purwanto, suggests that there is a relationship between motive and interest. Interest directs action to a goal and is the impetus for that action (Purwananto, 2017). This opinion suggests that in humans to interact with the outside world, namely the motive for using and investigating the outside world. from these motives over time will arise interest in something. What attracts a person's interest drives him to do better and better. Being a teacher is a talent, because being a teacher is not an easy job. A teacher is required to be able to transfer knowledge to students. Meanwhile, all students do not have the same attitude and ability in receiving the knowledge given by the teacher.

In addition, Fitriah et. Al found that the existence of intrinsic motivation is able to improve teachers' performance (Fitriah et al., 2021). Thus, interest in becoming a teacher must come from oneself, not coercion from external factors or not because nowadays it is difficult to find work and then someone wants to become a teacher to survive and the result is that many teachers cannot transfer their knowledge to students. Because basically they become teachers not because they want to, but because they are forced to.

According to Sumardi Suryabrata, he distinguishes interest into two types, namely: Intrinsic interest, namely interests that function do not need to be stimulated from outside. Extrinsic interest, which is an interest that functions because of an external stimulus. Interest can arise because of an attraction from within the individual, namely the surrounding environment, while from within the individual, namely from the "heart" which is accompanied by feelings of pleasure and a strong desire to get the object (Suryabrta, 2018).

In addition, Dalyono (2007: 56) states that "Interest can arise because of external attraction and also comes from the heart, a great interest in something"(Musari, 2015). Further, Slameto said that the factors that influence interest are Internal factors), such as: a. Biological factors, which include: health, nutrition, hearing and vision. b. Psychological factors, which include: intelligence, motivation and attention, memory, thinking. c. Fatigue factors, which include: physical and spiritual fatigue. External factors, such as: a. Family factors, b. School factors include: teaching methods, curriculum, teacher-student relationships, students and students and discipline in schools, c. Community factors (Slameto, 2015)

One of the communities that can support students' interest is through the Kampus Mengajar program. The Kampus Mengajar program is one of the Independent Learning – Independent Campus (MBKM) policy which is directly organized by the Ministry of Education and Culture of the Republic of Indonesia or Kemendikbud RI (Anugrah, 2021). The

implementation of the Kampus Mengajar program is in the form of teaching assistance to empower students in helping the learning process in Elementary Schools (SD) and Junior High Schools (SMP) located in various villages/cities throughout the country (Estungingsih, 2013). Then the Kampus Mengajar program in each target school also does not only focus on learning activities, but also helps the administration of teachers and schools or managerial principals and introduces or adapts technology to students and teachers.

The Kampus Mengajar program is related to the purpose of implementing the Independent Campus, namely to have a relationship between universities and the world of work. The target of this program is that students become agents of change who are able to provide inspiration in the community and of course help schools to be able to survive in carrying out their learning in the midst of the Covid-19 pandemic conditions by transferring the application of technologies controlled by students (Widiyono et al., 2021). This Kampus Mengajar program activity also provides opportunities for students to hone their leadership and character and have learning experiences in the community. Besides that, through the Kampus Mengajar program, it is also expected that there will be an increase in the effectiveness of the learning process in the emergency conditions of the Covid-19 pandemic because online learning has a risk of learning loss (Anwar, 2021).

The roles of the students in Kampus Mengajar program are to transfer knowledge, related to improving literacy and numeracy skills; help school administration; and the last is help the teacher adapt technology (Ministry of Education and Culture, 2021). MBKM program provides opportunities for students to develop independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, interests and achievements. In this case, being part of the Kampus Mengajar program will give students a distinct impression of the teaching profession. Ideally, this will generate interest in becoming a teacher for students. Moreover, the students got some benefit from this program such as living cost and reduction of tuition fee. It is believed that compensation and motivation showed positive correlation. The higher the compensation, the higher the motivation to finish the task (Nuriana & Soehari, 2019).

According to Sairo the higher the influence of the experience of joining a Kampus Mengajar, the higher the interest in becoming a teacher, in contrast, the lower the experience of the Kampus Mengajar program, the lower the interest in becoming a teacher. Students who study majoring in education, in this case English education, ideally want to become teachers after graduating from college. Ideally, students who are studying at the Faculty of Teacher Training and Educational Sciences will become a teacher one day. But, in fact, not all students want to be teachers even if they already learn about theory and practice in eight semesters. Even some of the students give up when they are asked to finish their teaching practice at school.

Based on the description above, the writers want to know whether joining the Kampus Mengajar program impacts their interest in becoming a teacher. Thus, the objective of this paper is to explore the students' perception of the Kampus Mengajar program and their interest in becoming a teacher.

METHOD

According to the characteristics of this research, qualitative design is employed to explore the research problem. Triangulation in the form of open-ended interview, observation, and questionnaire are conducted to get the trustworthiness in collecting the data. These questions are designed to permit the participants to explore their thoughts and perspectives based on their personal experience. The interview has been conducted in an informal situation through a zoom application. Below are the questions asked to the participants.

Table 1. Aspects to be Identified

No	Aspect	Question
1	Motivation	What is your motivation in joining this program?
2	Unforgettable experience	What are your unforgettable experiences during the program?
3	Activities in the classroom	What kinds of programs that you applied in the classroom?
4	Moral value	What did you learn from this program?
5	Impact	What is the impact of the Kampus Mengajar program on your teaching career?

The three participants are purposefully selected because they have already finished their Kampus Mengajar program batch 3. They are all students of the English Education study program. One participant is in the eighth semester, while two others are in the fourth semester. Triangulation methods are used to get the trustworthiness of the data. The purpose of the interview, observation, and questionnaire is to gather very personal information about participants' thoughts and perspectives of Kampus Mengajar based on their personal experience. The result of the interview, observation, and questionnaire then are classified based on the aspects observed. To anticipate the language barrier, the interview session was delivered by using Bahasa Indonesia or English (depending on the participants' preference). Also, listening carefully to participants and restating the questions or answers were useful strategies.

RESULTS

The finding is presented in terms of how students see their own interest and motivation to be a teacher after joining the Kampus Mengajar program. To provide the details, it is divided into three sections based on the number of participants.

The first participant is the fourth semester students of the English Education Study Program of UIA. She is located in SMPN 2 Rajadesa, Ciamis, West Java. Since she is still in semester four, she never got any

courses related to teaching during her study. Fortunately, she got training from the committee of the Kampus Mengajar program before she was placed in the target school. Her motivation in joining this program is to get knowledge and experience. In addition, she feels blessed that she got a living cost and reduced tuition fee.

The first participant said that the moment that will not be forgotten is when she faces different characters of the children. She teaches in grade seven and eight which the students start the teenage era. Moreover, she faces some culture shock since the location of her school is in the remote area. She needs an hour riding a motorcycle when she wants to buy something in the city. Further this is her first experience of living alone far from her family. So she tries her best to adapt to her new life with new friends.

During the program, she makes several programs related to her background of study. The following program is listening to English songs, spelling the English alphabet, counting using fingers until ten in English, and she also makes questions and answers about general knowledge. She tries to increase students' motivation to learn because after the pandemic students lost their enthusiasm for learning.

The first participant said that when she joined this program, she learned a lot of moral value related to Sundanese culture. She also learns Sundanese language because her students prefer using local language to Bahasa Indonesia. She also got so much love from students, teachers, and local citizens there. This experience escalates her motivation to dedicate herself in the educational field. She states that the Kampus Mengajar program increases her confidence to become a teacher in the future.

The second participant is the fourth semester students of the English Education Study Program of UIA. She is placed in SMPN 5 Padarincang Satu Atap, Serang, Banten. As the previous participant, she never got any courses related to teaching during her study. She also got training from the committee of the Kampus Mengajar program before she was placed in the target school. Her motivation in joining this program is to get knowledge and experience. In addition, she feels blessed that she got a living cost and reduced tuition fee.

Her unforgettable moment when she is on duty is when she has a chance to transfer her knowledge to the students in 4T (*terpercil, terdalam, terluar, terjauh*) or remote areas. Actually, she doesn't have enough confidence because she feels her knowledge and skills are limited. But she feels grateful since she saw the very good and enthusiastic response from the students there.

The second participant also conducts several activities related to the improvement of literacy and numeracy. Further, she also provides interesting learning methods when she teaches her students. The learning methods used must be appropriated with the problems that arise in the target school.

In line with the first participant, the second participant also got so many experiences during the program. Since her target school is far from

her house, she must live in the boarding house near the school. This condition gives a positive impact to her, such as she gets better social skills, she becomes more independent, she learns a lot about problem solving, and of course she learns a new language and culture there. After having a six month program in Kampus Mengajar, she said that she wants to be a teacher after graduating from her college.

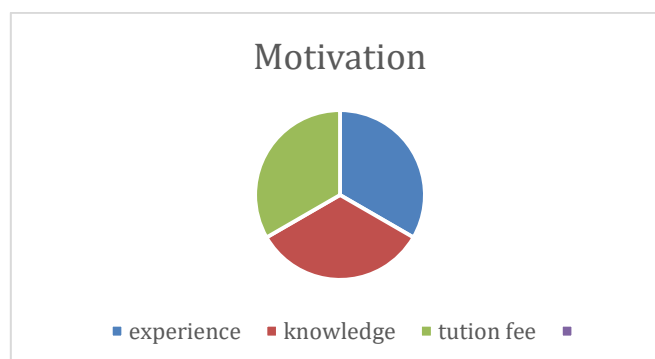
The third participant is the eight semester students of the English Education Study Program of UIA. She is placed in SMPN 4 Lembar, Lombok Barat, Nusa Tenggara Barat. Unlike the previous participants, she already got courses related to teaching and learning methods. She also conducts her research for skirpsi in the target school. Her motivation for joining the Kampus Mengajar program is gaining many experiences during her college life.

The unforgettable moment of the third participant is when the school held farewell for her and teams. All of the students and parents expressed their gratitude and showed their appreciation to her teams. She also sees the sad expression from her students and it makes her sad too.

During six months of the program, she trained the students to be able to count number one to ten in English that they never knew before. She also teaches the students to differentiate among F, V, and P sounds since they still find difficulties distinguishing the sound of the letters. She advised the students to be diligent in reading so that the students get more fluent and faster in understanding text.

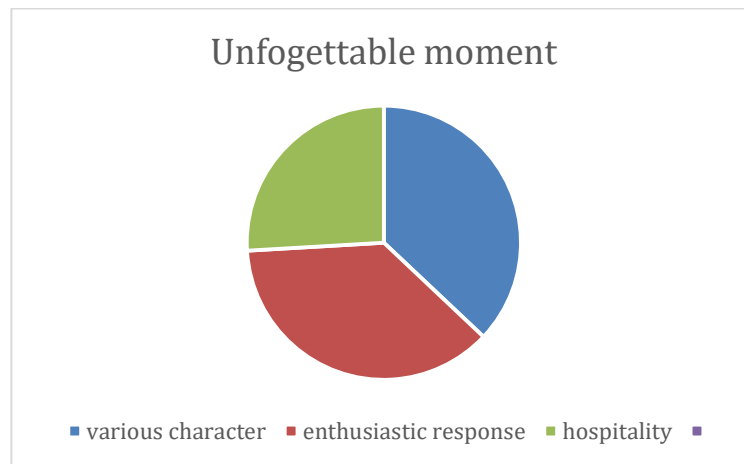
As mentioned before, the third participant is placed in Lombok, Nusa Tenggara Barat which is really far away from her hometown. She lived near the school with one partner only. Due to the remote area of her place, the moral value she got during this program is about understanding each other and also how to manage the conflict among them. In summary, the third participant said that joining the Kampus Mengajar program will increase her confidence in becoming a teacher after she finishes her studies.

The result of the interview then is classified based on the aspects: motivation, unforgettable experience, activities in the classroom, moral value, and the impact. The details of each aspect can be seen as follow.



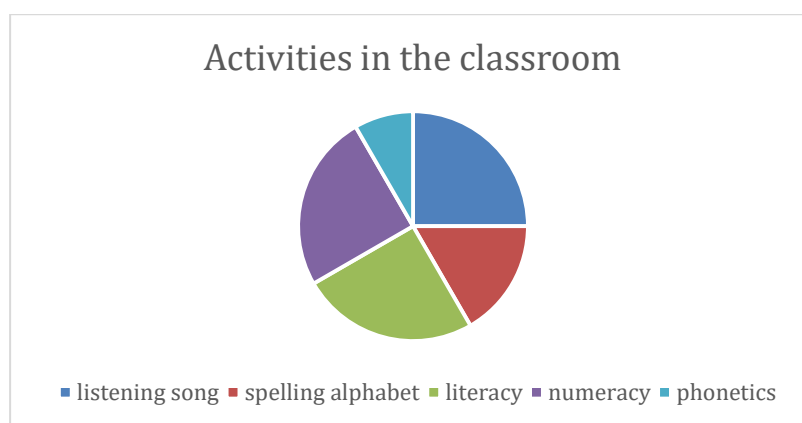
Picture 1. Students' Motivation in Joining Kampus Mengajar Program

From the chart above it can be said that there are several reasons why students' joining Kampus Mengajar Program. All of the three students (100%) agree that they are joining this program due to getting new knowledge, to get many experiences, and to get the reduction of tuition fee.



Picture 2. Students' Unforgettable Moment in Joining Kampus Mengajar Program

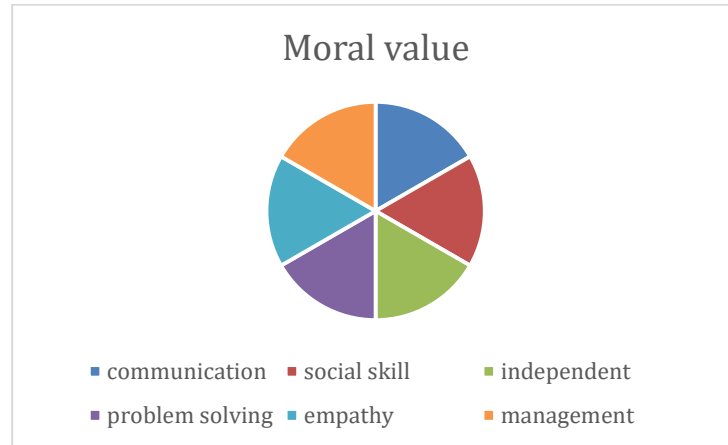
In the second chart, the aspect that is observed is the students' unforgettable moment in joining the Kampus Mengajar Program. Three students (100%) have a similar idea that enthusiastic responses from their students are the best moment they got. Another moment that is memorable is the hospitality of the parents and all of the older people there. Two students (60%) have an identical thought that various characteristics of their students make them always remember the beautiful moments there.



Picture 3. Activities in the Classroom

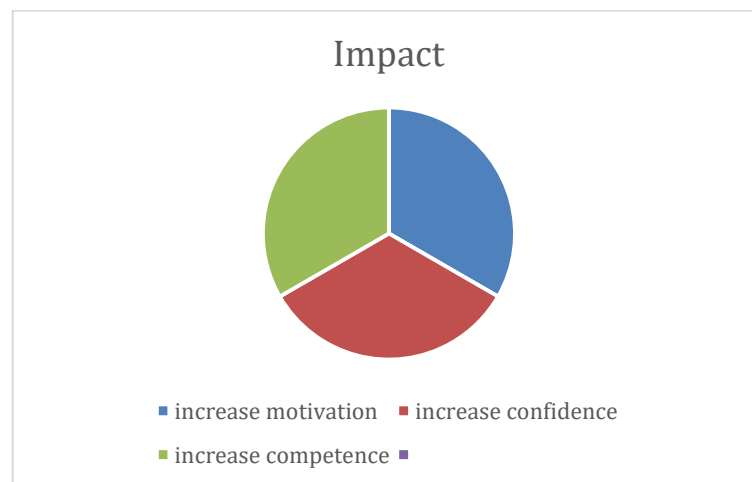
There are several activities that are done by the students. All of the three students (100%) conduct literacy and numeracy activities since it is the main program of Kampus Mengajar. Another two students (60%) have

activities related to English majors that are listening to English songs and spelling the alphabet. While only one student (30%) focused on training her students to differentiate among F, V, and P sounds since they found difficulties to do it especially in the written form.



Picture 4. Moral Value

This aspect focuses on the moral value that the students got during the Kampus Mengajar Program. All of them (100%) agree that this program successfully trains their soft skills, especially in communication, problem solving, empathy, independent, management, and social skill.



Picture 5. Impact

The last aspect that is being observed is the impact of the program. All of the three students (100%) have a similar idea that the Kampus Mengajar Program successfully increases their motivation and confidence in becoming a teacher in the future. Further, they said that this program already increased their competence to be a teacher such as class management and developing lesson plans.

DISCUSSION

Based on the results of the interview above, the researcher found that joining the campus teaching program could influence students' interest in becoming teachers. This is relevant to Crow & Crow's statement in Hamidah, interest is influenced by two factors, namely internal factors (intrinsic) and external factors (extrinsic) (Hamidah & Setiawan, 2019). Intrinsic factors (from within) students that affect interest such as emotional factors, perceptions, motivations, talents and knowledge in the form of experience. Extrinsic factors (from outside) students include the influence of the family environment, parental encouragement, information on the world of work and the social environment. By joining the program, students have an interest based on intrinsic factors in the form of experience. This is reinforced by the statement of Sairo the higher the influence of the experience of joining a teaching campus, the higher the interest in becoming a teacher, conversely the lower the experience of the campus teaching, the lower the interest in becoming a teacher. By joining this program students gain teaching experience apart from teaching practice activity, so they can hone their skills, and develop their interest in becoming a teacher.

Students' experiences and insights are expected to be richer through this activity to develop creativity, interpersonal skills, student leadership and contribute to assisting the implementation of the learning process during the Covid-19 pandemic in the educational unit they occupy (Hamzah, 2021). With the Kampus Mengajar program, it will create a pattern of independent learning, because through this program, students can further develop their skills by engaging in direct activities in the community and can make new innovations to implement the concept of independent learning. Then, with this program, it will create a pattern of independence for students because students will get independence from the limitations of cost, distance, facilities, and so on that have been preventing children from learning (Asdiniah, 2021).

Further, the students provide some contributions in the target school (Ministry of Education and Culture, 2021). The first is to transfer knowledge. During this program, students make a collaboration with teachers to provide learning materials to students. Then in the process of this transfer knowledge activity, students focus to improve students' numeracy literacy skills by guiding the students to improve students' reading and numeracy skills. Secondly, helping school managers. In the process of helping school administration, students contribute to managing school data. This has helped the headmaster with the file on the school to be more organized so that important school documents for assessment purposes can be well arranged. The last, the adaptation technology activities are by introducing teachers to using laptops. The activity is not only to train the teacher to use, but also to maximize the function of the laptop such as innovation in developing learning material. For the learners, it is really helpful to increase their motivation in learning at school.

CONCLUSION

The purpose of this study was to determine whether the experience of joining a teaching campus program could influence the interest of English language education students at As-Syafiiyah Islamic University to become teachers or not. The researcher found that the experience of the program could influence students' interest in becoming teachers. Based on the experience they get, they acquire the basic knowledge for teaching, and methods that suit the needs of the students. Moreover, prior to the implementation of the program, they had received a one-month briefing so that they were more prepared to go to school.

It is found that the students who taught this also made a work program or a plan of activities that they would do for 5 months. They strive to improve the literacy and numeracy skills of every student in their school. Although they live far away from their hometown, it does not become an obstacle for them to make a contribution in this country. Students who join this program also receive assistance in the form of living cost and reduction of tuition fee. They are united with colleagues they have never met before, but since then they can try to understand the character of each other, in particular they must also try to understand the character of each student.

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