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The Influence of Interest in Becoming a Teacher and Experience in Participating in the Campus Teaching Program on the Readiness of Prospective Professional Teachers of UMS FKIP Students

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Abstract: The purpose of this study was to see how the involvement of interest in becoming a teacher and the experience of participating in the Campus Teaching Program affect the readiness of prospective professional teachers of FKIP UMS students. This study is a correlational study and was conducted in the Campus 1 environment, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta. The population consisted of 325 students who had participated in the Campus Teaching program batch 6 and 7 , with a sample of 65 students. Information on the readiness of prospective professional teachers of students was obtained through a questionnaire. The t-test and F-test were used in data analysis to identify partial and simultaneous effects. The findings of the study indicate a strong and good correlation between interest in becoming a teacher, experience in participating in the Campus Teaching program, and the readiness of prospective professional teachers of students. Interest in becoming a teacher and experience in participating in the Campus Teaching program contributed 57,5% to the readiness of prospective professional teachers of students, while factors not included in this study contributed 42,5% to the variation. This study suggests looking at additional variables that influence the readiness of prospective professional teachers in more detail.

Keywords: Interest In Becoming a Teacher, Experience In Participating In The Teaching Campus Program, Readiness Of Prospective Professional Teacher

Introduction

Education is a social activity that plays an important role in human life, providing students with knowledge, experience and skills, and contributing to changes in their attitudes and behaviour. In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning environment and learning process so that students can actively develop spiritual potential, self-control, personality, intelligence, morals, and skills needed for themselves, society, nation, and state. Education plays a role in preparing the younger generation as the nation's successor who is able to face the challenges of the times and adapt to technological developments.

Together with the changing times, the education system will be faced with challenges that require diverse approaches in its management. These challenges include not only knowledge competition, but also competition in terms of creativity, imagination, ways of learning, mindset, as well as the development of new and innovative learning designs, models and strategies, so education is expected to continue to develop and innovate in accordance with the exponentially growing advances in science and technology, which have a significant impact on human life.

Limitations in educational development are largely caused by slow progress in the development of Human Resources (HR). Education problems in Indonesia, especially related to the quality of human resources, are a major challenge. Based on data from the World Education Ranking published by the organisation for Economic Cooperation and Development (OECD, 2016) which assesses a country's progress in education, Indonesia is ranked 69th out of a total of 75 countries in terms of reading, mathematics, and science. Efforts to improve the quality of education require various innovations, one of which is preparing quality, superior, and productive HR. This is done with the aim of creating a better future and preparing the next generation of the nation who have quality, character, creativity, innovation, and the ability to compete internationally.

The importance of paying more attention to the role of students as the heirs of the nation's generation is due to their crucial role in determining the quality of Human Resources in the future (Ningsih et al., 2022). History has shown that students have a significant role as agents of change, it must be recognized that students also function as guardians of the values and norms of the society in which they live. It is important to recognize that the future, progress, and pride of a nation depend heavily on the active role of students (Lubis, 2018). The quality of education will be achieved well if supported by quality human resources, and vice versa, a country's human resources will have good quality if supported by a quality education system (Julaiha, 2019).

The obstacles that arise are the lack of involvement and training for students in various practical activities in the field (Fathurrahman & Farih, 2018). Currently, learning methods use more theoretical approaches. The curriculum used in most universities still does not provide enough opportunities for students to actively participate in the field, as a result, students do not get enough practice in developing their thoughts, ideas, and creativity to solve various challenges faced by society (Arizona et al., 2020). The Independent Learning Campus Teaching (MBKM) program implemented by the Ministry of Education and Culture aims to provide opportunities for students to gain additional learning experiences and improve skills outside their study programs or campuses. The implementation of this policy faces various challenges faced by the academic community of universities in Indonesia. One of the challenges is related to curriculum design and allocation of credits. Only a small number of universities have fully implemented the allocation of credits according to the MBKM policy guidelines. Many universities still have difficulty determining the ideal MBKM learning outcomes and how to integrate them into the existing curriculum (Rochana et al., 2021).

This program provides students with the opportunity to learn and develop outside of the classroom for one semester. This long period of time allows students to adjust and become accustomed to the school environment. The campus teaching program is a place for

students to apply the theories learned during lectures and gain direct experience with various school conditions in Indonesia. Students can experience what it is like to be a real teacher, with the demands of having various complex competencies. They must not only be able to deliver material, but must also be good role models for students, be able to interact in the school environment, and behave professionally. Psychologically, this campus teaching activity has a positive impact on students' skills in forming attitudes, personalities, morals, and characters, as well as the professional ethics of educators and education personnel. The Campus Teaching Program is expected to have the potential to influence students' interest in becoming teachers (Nufus & Fathurrohman, 2023).

In 2015, the results of the teacher competency test showed unsatisfactory results and still needed improvement to achieve the expected education service standards related to teacher competency. The results of the Teacher Competency Test (UKG) in 2018 in 27 provinces in Indonesia, the national average achievement of teacher competency was only 53.02, meaning that the UKG was still below the minimum competency standard that has been set nationally, which is 55.06. The low competency of teacher personnel indicates that teacher personnel have not been able to meet national education standards. The national education standards are indicators of teacher competency that should be met (Sahara, 2023.) Based on these problems, to improve the quality of quality education, professional teacher preparation is needed. In order to produce professional teacher candidates, efforts need to be made to ensure that teacher candidates have thorough preparation.

The teaching readiness of student teacher candidates can be identified through their understanding of the basic skills and competencies required by a teacher, as well as their ability to organize effective teaching and learning activities. Interest is a person's interest in something, which motivates them to take certain actions or jobs. Interest is an important factor that drives involvement in an activity. This interest is not innate, but develops over time. Interest can grow because someone gains an understanding of their curiosity (Maipita & Mutiara, 2018). Interest in becoming a teacher should come from personal motivation, not because of pressure from others. According to (Yuniasari & Djazari, 2017), interest is a person's tendency to choose activities that they enjoy, which can motivate the spirit of learning. In carrying out work or profession, interest is very important because it can support the continuity of the work (Ari Bowo, 2019). Interest is also defined as a feeling of liking and being attracted to something or an activity without any coercion (Amalia & Pramusinto, 2020). Not all students have high interest, this is influenced by various factors that are different for each individual (Marzukoh, 2020). Factors that may influence prospective teacher students include: not having the initial intention to become a teacher (just wanting to go to college), pressure from other parties (such as parents), coercion, or decreasing interest during lectures.

These factors can lead to a decrease in interest in becoming teachers. Therefore, the preparation of students as prospective professional teachers is very important. In the world of education, teachers are a key aspect in the implementation of teaching and learning and are considered as one of the components that determine the success of educational output. Achieving the established competency indicators is the main goal, FKIP students as prospective professional teachers need to show interest and involvement in activities that support the formation of teaching readiness as prospective professional teachers, as well as

understand the competency standards of professional teachers. This aims to help FKIP students develop their knowledge and become prospective professional educators. Individuals are expected to have values, attitudes, knowledge, and skills that are in accordance with the mission and duties carried out as professionals in the field of education.

In this context, the Pancasila and Citizenship Education study program is responsible for producing prospective teachers who are not only competent in teaching materials, but also able to instill Pancasila values and build awareness of nation and state for students. The researcher believes that it is very important to conduct research considering the description above with the title "The Influence of Interest in Becoming a Teacher and Experience in Participating in the Campus Teaching Program on the Readiness of Prospective Professional Teachers of FKIP UMS Students", with the hope that the results of this research can be used as development material in further research.

Methodology

The methodology of this study includes correlational design and quantitative techniques. The researcher used correlational research. According to Arikunto in (Sidik, 2021) correlational research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to existing data. This study examines the relationship between the influence of interest in becoming a teacher and the experience of participating in the Campus Teaching program on the readiness of prospective professional teachers of students. The literature review was used as the basis for developing research instruments.

There are a total of three variables, two independent and one dependent used in this study. In this study, interest in becoming a teacher (X1) and experience in participating in the Campus Teaching program (X2) as independent factors, and the readiness of prospective professional teachers (Y) as the dependent variable. FKIP UMS students are the population used in this study with a total of 325 students. According to Arikunto (2006), if the subjects are less than 100, then the entire population becomes the research sample, but if the subjects are more than 100, 10-15% or 15-25% can be taken. Based on the definition, in this study the researcher took a sample of 20% of the UMS FKIP students who participated in the Campus Teaching program batch 6 and 7, totaling 65 students. UMS FKIP students were used as research criteria. The following table shows the number of samples used in this study:

Table 1. Research Sample

No	Study Program	Sample
1.	Biology Education	3
2.	Physical Education	1
3.	Geography Education	1
4.	Accounting Education	4
5.	Mathematics Education	8
6.	English Language Education	19
7.	Indonesian Language and Literature Education	0
8.	Pancasila and Civic Education	7
9.	Primary School Teacher Education	14
10.	Early Childhood Education Teacher Education	-
11.	Informatics Engineering Education	8
Amount		65

Source: Data from Teaching Campuses 6 and 7 FKIP UMS 2024

The data for this study were collected through the use of questionnaires and statistical techniques to analyze the results of observations. Data on interest in becoming a teacher (X1), experience in participating in the Kampus Mengajar program (X2) and readiness of prospective professional teachers (Y), were collected through a questionnaire procedure. A closed google form questionnaire was used in this study. The Likert scale is the model used for the questionnaire. The Likert scale is a scoring system that offers a series of scales with values to indicate how much you agree with a statement or question (Arianingtyas et al., 2024). A trial must be conducted to provide a questionnaire with strong results.

The trial of this research instrument used a pilot test, namely simultaneously with the collection of data from FKIP UMS students, a trial was carried out, and after that a validity and reliability test was carried out (Wijayanti & Widodo, 2021). The trial of this research instrument was to distribute statements that had been made in the form of a google form to 30 FKIP UMS students who had participated in the Kampus Mengajar program, batches 6 and 7.

Result and Discussion

Validity Test

Validity test is used to evaluate the validity of a questionnaire. The validity of a questionnaire is determined by its ability to produce the desired findings (Ghozali, 2016). Relating the score of an item to the total score will indicate whether the item is valid or not. An instrument item is considered valid if the correlation coefficient (r) is greater than 0.05. Conversely, if r is less than 0.05, the item is considered invalid and must be removed or corrected. In this study, the researchers used IBM SPSS software version 27 as a tool to assess the validity of the instrument. This section presents the results, there is no need to create a separate sub-chapter between the results and the discussion. The following are the results of the validity test in the figure below:

Variable Y				
Item	**Calculated r**	**Critical r value**	**Significance**	**Description**
P1	0,382	0,361	0,037	Valid
P2	0,580		<0,001	Valid
P3	0,418		0,021	Valid
P4	0,463		0,010	Valid
P5	0,665		<0,001	Valid
P6	0,407		0,025	Valid
P7	0,554		0,001	Valid
P8	0,424		0,020	Valid
P9	0,401		0,028	Valid
P10	0,407		0,026	Valid
P11	0,401		0,028	Valid
P12	0,556		0,001	Valid

Figure 1. Validity of Prospective Professional Teacher Readiness (Y)

Variable X1				
Item	**Calculated r**	**Critical r value**	**Signification**	**Description**
P1	0,512	0,361	0,004	Valid
P2	0,527		0,003	Valid
P3	0,405		0,026	Valid
P4	0,462		0,010	Valid
P5	0,446		0,013	Valid
P6	0,536		0,002	Valid
P7	0,398		0,030	Valid
P8	0,598		<0,001	Valid
P9	0,432		0,017	Valid
P10	0,448		0,013	Valid
P11	0,414		0,023	Valid
P12	0,373		0,042	Valid
P13	0,369		0,044	Valid

Figure 2. Validity of Interest in Becoming a Teacher (X1)

Variable X2				
Item	**Calculated r**	**Critical r value**	**Signification**	**Description**
P1	0,473	0,361	0,008	Valid
P2	0,603		<0,001	Valid
P3	0,496		0,005	Valid
P4	0,686		<0,001	Valid
P5	0,668		<0,001	Valid
P6	0,543		0,002	Valid
P7	0,531		0,003	Valid

Figure 3. Validity of Experience in Following the Campus Teaching Program (X2)

From the results of the validity test above, it is determined that the query has a value of 30 N. Rtable can be searched using a two-way test with a significance level of 0.05 by testing its possibility. Next, determine the degree of freedom (df) which is the same as n-2. So it is proven that df = 30-2 = 28. The result of the Rtable validity test in this analysis is 0.361. All statements in variables X1 or interest in becoming a teacher, X2 or experience in participating in the Kampus Mengajar program and Y or readiness of prospective professional teachers have valid values according to the findings of the validity test shown in the image above. This is because the correlation value of calculated r is greater than critical r value (0.361).

Reliability Test

The ability of a data instrument to be sufficiently reliable which is used as a data collection tool is shown by the reliability test (Sugiyono, 2019). If the Cronbach Alpha value is more than 0.6 then the alpha coefficient is considered credible. The IBM SPSS version 27 application will be used to assist in data calculation. The following is an explanation of the reliability test of each variable:

Reliability Statistics	
Cronbach's Alpha	N of Items
.670	12

Figure 4. Results of Y Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.648	13

Figure 5. Results of X1 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.622	7

Figure 6. Results of X2 Reliability Test

It can be seen from the figure that the analysis of the reliability test of each variable produces a dependable variable value with Cronbach Alpha findings, namely variable Y of 0.670, variable X1 of 0.648, and X2 of 0.622. If the Cronbach Alpha value of a variable is more

than 0.6 and the data produced is more than 0.6, it means that the statement as a whole is reliable, then the variable is considered reliable.

Classical Assumption Test Results

Normality Test

The purpose of the normality test is to determine whether the residual or confounding variables in the regression model are regularly distributed. If the independent and dependent variables of a regression equation are regularly distributed, then the equation is said to be very good (Ghozali, 2016). The normality test was carried out using a normal probability plot and the IBM SPSS version 27 computer statistics program. In this study, the Kolmogorov-Smirnov single sample test was used with a significance level of 0.05, and the decision-making process was as follows: (1) Data is normally distributed if the sign value is >0.05; (2) A sig value <0.05 indicates that the data is not normally distributed. The results of the normality test can be seen in Figure 7 below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		65
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.41756711
Most Extreme Differences	Absolute	.072
	Positive	.044
	Negative	-.072
Test Statistic		.072
Asymp. Sig. (2-tailed)[c]		.200[d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 7. Normality Test Results

The results of the normality test show Asymp Sig. (2-tailed) 0.200 which is a value greater than 0.05 as seen in the image above. As a result, the data can be understood to be distributed regularly.

Multicollinearity Test

To find out whether there is a correlation between independent variables in the regression model or between independent variables, a multicollinearity test is used. The regression model can function properly if the independent variables are not correlated. To determine whether there is multicollinearity, we must assess the level of Variance Inflation Factor (VIF) and Tolerance. The regression model is said to be non-multicollinear if the tolerance value is greater than 10% or 0.1 and the VIF value is less than 10 (Ghozali, 2013). The image that shows the multicollinearity test includes:

Coefficients[a]

Model		Collinearity Statistics: Tolerance	VIF
1	X1	.994	1.006
	X2	.994	1.006

a. Dependent Variable: Y

Figure 8. Multicollinearity Test

The value of interest in becoming a teacher (X1) and experience in attending a teaching campus (X1) on the incentive variable are both 0.994, higher than 0.10 based on the image above. The VIF value of all variables of interest in becoming a teacher (X1) is 1.006, while the VIF value of experience in attending a teaching campus (X2) is 1.006, less than 10.00. Thus, it can be stated that there is no evidence of multicollinearity between independent variables in the regression model.

Heteroscedasticity Test

This Heteroscedasticity Test is conducted to determine whether in the regression model there is inequality of variance from the residual of one observation to another (Ghozali, 2013). This heteroscedasticity test uses the Park Test. If the significance value > 0.05 means that there is no heteroscedasticity, and vice versa. The test results are shown in figure 9 below:

Coefficients[a]

Model		Unstandardized Coefficients: B	Std. Error	Standardized Coefficients: Beta	t	Sig.
1	(Constant)	5.980	3.486		1.715	.091
	X1	.020	.044	.055	.442	.660
	X2	-.158	.088	-.222	-1.794	.078

a. Dependent Variable: LN_RES

Figure 9. Heteroscedasticity Test Results

The variable of interest in becoming a teacher (X1) has a value of 0.660 while the variable of experience in participating in a campus teaching program (X2) has a value of 0.78. The figure above shows the results of the Park Test for heteroscedasticity; there is a significant value greater than 0.05 for each variable. Thus, from this study it can be concluded that the regression model does not show heteroscedasticity.

Multiple Linear Regression Analysis

Multiple linear regression analysis can be used to test the influence of independent factors, such as motivation and parental attention, on the dependent variable of academic achievement. In this case, a PC running SPSS (Statistics Program for Social Science) version 27 is required to work with existing data. It can be seen in Figure 10, namely:

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	32.497	9.762		3.329	.001
	minat menjadi guru	.270	.129	.261	2.089	.041
	km	.028	.136	-.026	-.207	.837

a. Dependent Variable: kesiapan calon guru

Figure 10. Multiple Linear Regression Analysis

Based on the multiple linear regression analysis, a constant value of 32,497 was obtained, while the value for the variable of interest in becoming a teacher (X1) was 0.270, experience in participating in a teaching campus (X2) was 0.028. So that if it is included in the original regression function as a whole, the following equation is obtained:

Y: 32.497+0,270X1+0,28X2+e

The regression equation can be interpreted as an increase in interest in becoming a student teacher by one unit, then the readiness of prospective professional teachers will increase by 0.27 with the assumption that other variables have a fixed value and an increase in experience in participating in a teaching campus program by one unit, then the results of the readiness of prospective professional teachers will decrease by -0.28 with the assumption that other variables have a fixed value. While the constant of 32,497 means that if the interest in becoming a student teacher (X1) and the experience of participating in the Teaching Campus program (X2) have a value of 0, then the results of the readiness of prospective professional teachers (Y) have a value of 32,497

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Coefficient of Determination (R2)

The coefficient of determination test is used to see how much influence the independent variable has on The dependent variable uses a coefficient of determination (Ghozali, 2016). The coefficient of determination is a measure to determine the suitability or accuracy between the estimated value or regression line and sample data. If the correlation coefficient value is known, then the coefficient of determination can be obtained by squaring that value. These values can be seen in figure 11 below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760[a]	.575	.562	2.610

a. Predictors: (Constant), PENGALAMAN MENGIKUTI PROGRAM KAMPUS MENGAJAR, MINAT MENJADI GURU

b. Depedent Variable: KESIAPAN CALON GURU PROFESIONAL

Figure 11. Coefficient of Determination

In the R Square Column, figure 11 displays the coefficient of determination (R2) value of 0.575. The variables of interest in becoming a teacher and experience in participating in a campus teaching program have a large influence of 0.575 (57,5%) on learning achievement, meaning that variables that are not included in the research model have an influence of 42,5% on the readiness of prospective professional teachers.

Hypothesis Testing

Hypothesis testing is a process used to determine whether a previously proposed theory is useful or not. There are two types of hypothesis testing, namely the partial T test and the simultaneous F test.

F Test

The significance of the model in influencing the relationship between independent and dependent variables is ensured by using the F test on the total regression coefficient. The results of the F test are shown in Figure 12 below, which include:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2235.768	2	1117.884	42859.552	.000[b]
	Residual	1.617	62	.026		
	Total	2237.385	64			

a. Dependent Variable: Kesiapan

b. Predictors: (Constant), X2, Minat

Figure 12. F Test Results

It can be seen from the figure above that the F table is 3,14 for df (n1) = 1 and df (n2) = 62. Based on the findings of the simultaneous test or F test, the F count value is 42859.552 or if rounded to 42.860 and the F table value is 3,14. This means that at a significance level of 0.000 <α 0.05, the F count is greater than the F table 1.998.

Based on the test results, Fcount (42.860) is greater than Ftable (3,14). Based on the proposed hypothesis, academic achievement is a dependent variable and is generally influenced by independent variables, namely interest in becoming a teacher and campus teaching program. Therefore, H0 is rejected and H1 is accepted.

T Test

To ensure that parental motivation and attention have an impact on academic achievement, a hypothesis test was conducted. The independent variable affects The dependent variable is valid if the calculated t-value is greater than the t-table value. The results of the hypothesis test are listed in figure 13 below:

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	30.985	6.426		4.822	.000
	minat menjadi guru	.275	.126	.266	2.193	.032

a. Dependent Variable: kesiapan calon guru

Figure 13. Results of T-Test Analysis of Interest in Becoming a Teacher (X1)

Results of Testing the Influence of Interest in Becoming a Teacher on the Radiness of Prospective Professional Teachers (X1)

This shows the magnit It can be concluded that 2.193 > 1.998 with a significance value of 0.032 < 0.05, based on the t-count value of 2.193 and the t-table value of 1.998. Therefore, H0 is rejected and H1 is accepted. Thus, there is a strong and positive relationship between the readiness of prospective professional teacher students and the interest factor in becoming a teacher.

This shows the magnutude of the influence of interest in becoming a teacher on the readiness of prospective professional teachers. Increasing interest in becoming a teacher will increase the readiness of students as prospective professional teachers. Research conducted by Maipita & Mutiara (2018) supports the statement that students who have a high interest in becoming teachers usually have the readiness to become a professional teacher.

Results of the Experience Test for Participating in the Campus Teaching Program (X2)

To ensure that parental motivation and attention have an impact on academic achievement, a hypothesis test was conducted. The independent variable affects The dependent variable is used if the calculated t-value exceeds the t-table value. Results of the hypothesis test are listed in figure 14 below:

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.

1	(Constant)	44.589	.815		54.721	.000
	X2	.003	.001	.285	2.361	.021

a. Dependent Variable: kesiapan calon guru

Figure 14. Results of T-Test Analysis of Experience in Following the Campus Teaching Program (X2)

The results of the T-test above show that the value of the variable Experience of Participating in the Teaching Campus Program (X2) is 0.021 < 0.05, with a calculated t-value (2.361) which is greater than the t-table (1.998), so it can be concluded that H2 is accepted.

This means that there is an influence between the Experience of Following the Campus Teaching Program and the readiness of prospective professional teachers. Increasing experience in participating in the Teaching Campus program will increase students' readiness as prospective professional teachers. Research conducted by Sari et al., (2021) The Teaching Campus Program has an effect on the professional competence of prospective teachers.

Conclusion

Based on the formulation of the problem, research objectives, and findings, the following conclusions are drawn. (1) Interest in Becoming a Teacher is positively correlated with FKIP UMS students as prospective professional teachers; (2) The readiness of prospective professional teachers is positively and significantly influenced by the experience of participating in the Campus Teaching Program; (3) The readiness of prospective professional teachers of FKIP UMS students is positively and significantly influenced by the interest in becoming a teacher and the experience of participating in the Campus Teaching Program. Meanwhile, additional factors outside this research model have an influence of 42,5% on the readiness of students as prospective professional teachers, the combined contribution of interest in becoming a teacher and experience of participating in the Campus Teaching Program is 0.575 (57,5%).

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