The Effects of the *MBKM Kampus Mengajar* Program on Pre-Service Teachers' Teaching Competencies

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Abstract: This study aims to describe the effect of the *Kampus Mengajar* program on pre-service teachers' teaching competencies. In this study, the data collection technique used was semi-structured interviews, where semi-structured interviews are interviews that combine structured interviews and unstructured interviews. Based on the research question, what is the effect of the *Kampus Mengajar* program on pre-service teachers' teaching competencies. In this study, 15 interviewees who had participated in the *Kampus Mengajar* program were taken, and they were given interview questions regarding 4 aspects of teaching competence: pedagogic, personality, professional, and social. The research findings show that the results of interviews conducted with 15 interviewees show that the percentage of interviewees who answered "YES" to 17 questions regarding 4 aspects of teaching competence is more dominant than those who answered "NO", namely 12 people out of 17 questions with a percentage of 100%, which shows that the *Kampus Mengajar* program has a positive effect on pre-service teachers' teaching competencies. The *Kampus Mengajar* program significantly enhances prospective teachers' teaching competence by providing hands-on experience, improving pedagogical, personal, professional, and social skills essential for effective teaching. Participants reported gains in lesson planning, learning evaluation, empathetic behavior, mastery of subject matter, and collaborative teaching. However, challenges such as limited evaluation experience, short interaction periods, and difficulties with curriculum mastery highlight areas for improvement to maximize the program's impact.

Keywords: effect, *Kampus Mengajar*, teaching competence

INTRODUCTION

Merdeka Belajar - Kampus Merdeka is a program initiated by the Indonesian Minister of Education and Culture. The purpose of this program is to produce superior human resources who have critical, innovative, creative, collaborative, and skilled attitudes, the main reason for participating in the Merdeka Belajar - Kampus Merdeka program is to increase students' insight and interest in *Merdeka Belajar - Kampus Merdeka* lecture materials (Arifuddin et al., 2022). This is where the *Merdeka Belajar-Kampus Merdeka* program provides opportunities for students from any university in Indonesia to develop their competencies, especially in the field of teaching and learning. One of the activities carried out in the *Merdeka Belajar-Kampus Merdeka* program is the *Kampus Mengajar* program (Rustandi, 2021).

The *Kampus Mengajar* program is a program that partners with schools. This *Kampus Mengajar* program was initiated with the hope that students can become partners for teachers and schools to maximize learning, especially in developing learning models. In addition, students are also expected to be able to present creativity to innovate to strengthen literacy and numeracy learning in schools which are currently still very minimal (Widia et al., 2024). Furthermore, in addition to strengthening literacy and numeracy learning, students are expected to be able to assist in organizing and implementing technology-based teaching and learning activities in the classroom. Meanwhile, when participating in the *Kampus Mengajar* activity, has a direct impact on students. Students who participate in this program are expected to be able to hone their soft skills, one of the soft skills that students can improve is teaching skills. However, there are still students who when participating in the *Kampus Mengajar* program have not mastered the four teaching competencies, namely

pedagogical, social, personality, and professional competencies, so they cannot achieve the expected learning objectives. Based on the background described above, the researcher is interested in examining the influence of the *Kampus Mengajar MBKM* program on the teaching competencies of prospective teachers.

RESEARCH METHOD

This research used qualitative methods, focusing on understanding social phenomena through concepts, behaviors, and perceptions (Moleong, 2015). Qualitative research aimed to explore experiences, motivations, and actions holistically in a natural context. This methodology was deemed suitable for examining the impact of the *Kampus Mengajar* program on pre-service teachers' competencies by analyzing students' backgrounds, roles, and attitudes.

The subjects of the study were students from the Faculty of Teacher Training and Education, University of Mataram, who participated in the *Kampus Mengajar* program batch 4, totaling 208 participants. A sample of 15 students was selected to ensure diverse perspectives and valid data. The object of research was the effect of the *Kampus Mengajar* program on pre-service teachers' teaching competencies.

The data in this study consisted primarily of words and actions as the main sources in qualitative research, with documents and other materials serving as supplementary data. The primary data came from interviews, recorded through notes or photographs, while additional data was sourced from books and scientific articles. Data collection was conducted via interviews, with notes and photos providing the necessary information for the research.

The researcher was the main instrument in the study. Sugiyono (2014) explained that in qualitative research, the

researcher determined the focus, selected informants, collected and analyzed data, and drew conclusions. Once the research focus was clear, simple instruments like interview sheets and notes complemented the data gathered through observation and interviews.

To validate the instruments, several methods were employed. First, accurate data was gathered through honest descriptions of subjects' experiences. Second, triangulation, as explained by Moleong (2015), was applied to compare data from various sources, methods, and theories. This involved asking different questions, cross-checking data, and using multiple methods to ensure data reliability. Third, peer examination was conducted through discussions with colleagues to enhance the accuracy of the research report. Lastly, an external auditor provided objective feedback on data accuracy, research question alignment, and data analysis quality.

Data collection used semi-structured interviews, which allowed flexibility in asking questions. Interview questions were based on the teaching competencies stipulated in UUGD No. 14/2005 and PP No. 19/2005, which included pedagogic, personality, social, and professional competencies. Interview documentation and relevant notes supported the data collection process.

Data analysis followed the Miles and Huberman model, involving three main steps: data reduction, data display, and conclusion drawing/verification. This structured approach ensured a comprehensive analysis of the research findings.

FINDING AND DISCUSSION

The researcher outlines the findings based on the research question regarding the effects of the MBKM *Kampus Mengajar* program on the teaching competence of pre-service teachers. These data were collected through an interview research instrument with 15 students of the Faculty of Teacher Training and Education, Mataram University who participated in the. To collect data to answer the research question, namely; The impact of the *MBKM Kampus Mengajar* program on the teaching competence of pre-service teachers, researchers used interviews as a data collection instrument. The questions in the interview instrument were used to determine the impact of the *MBKM Kampus Mengajar* program on student teaching competence. There are 17 questions related to teaching competence which concern 4 important aspects of teaching competence, namely pedagogical competence, personality competence, professional competence, and social competence.

Table 1. Interview question guide" The effect of the *MBKM Kampus Mengajar* program on the teaching competence of pre-service teachers"

No.	Questions	Participants Reports				General Reason
		Total		Percentage		
		YES	NO	YES	NO	
Pedagogical Competence						
1.	Are you able to understand students more deeply after participating in the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees agreed, this is because most of the interviewees have the same answer, participating in the *Kampus Mengajar* program they get the opportunity to teach

No.	Questions	Participants Reports				General Reason
		Total		Percentage		
		YES	NO	YES	NO	
						and socialize more with students every day.
2.	Are you able to plan lessons based on the characteristics of students and the competencies to be achieved after participating in the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees agreed, this is because the interviewees had almost the same answer, namely that the *Kampus Mengajar* provided them with experiences that could improve their ability to plan lessons by taking into account the characteristics of students.
3.	Are you able to carry out learning in a conducive and enjoyable manner after participating in the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees agreed that the *Kampus Mengajar* program can make students carry out learning in a conducive and enjoyable manner, this is because by participating in the *Kampus Mengajar* program students become accustomed to the real classroom situation at school, this direct experience makes it possible for students to be able to adjust the learning approach to be more interesting and effective for students.
4.	Can you design and evaluate learning to determine the level of student learning completeness after participating in the *Kampus Mengajar* program?	12	3	80%	20%	Of the 15 interviewees, 12 reported that the *Kampus Mengajar* program positively impacted their ability to design and evaluate learning. They noted that their teaching experience and interactions with students, along with guidance from teachers, enhanced their skills in creating effective learning methods and assessing student achievement. However, three students struggled with these competencies due to several factors: they were primarily involved in group projects considered non-academic, lacked an understanding of

No.	Questions	Participants Reports				General Reason
		Total		Percentage		
		YES	NO	YES	NO	
						how to plan and evaluate learning, and had not previously learned to assess student learning levels.
5.	After participating in the *Kampus Mengajar* program, can you develop students to be able to actualize their various competencies?	13	2	86,67%	13,33%	Of the 15 interviewees, 13 agreed that the *Kampus Mengajar* program positively influenced students' ability to develop their competencies. This was largely due to the requirement for participants to create work programs, including non-academic projects like art and tahfidz, which fostered competency development. However, two interviewees felt unable to help students actualize their competencies, citing limited time for interaction and a focus on teaching existing material rather than nurturing individual talents.
Personality Competence						
1.	Are you able to act by applicable social norms when participating in the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees agreed that when or after participating in the *Kampus Mengajar* program they always act by applicable social norms both at school and in society because adherence to existing social norms will support the creation of a positive learning environment and also support the development of students.
2.	Do you act maturely and independently in your actions as an educator while participating in the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees said that they agreed that while or after participating in the *Kampus Mengajar* program they could act maturely and independently in their actions as educators. This also includes the ability to manage classes, make decisions, and be able to lead students with full responsibility.

No.	Questions	Participants Reports				General Reason
		Total		Percentage		
		YES	NO	YES	NO	
3.	Do you act wisely and set a good example for students while participating in the *Kampus Mengajar* Program?	15	0	100%	0%	All interviewees answered that they agreed that while and after participating in the *Kampus Mengajar* Program they act wisely and set a good example for students as much as possible because showing positive attitudes and behaviors will influence students positively, which can help create a healthy learning environment.
4.	When participating in the *Kampus Mengajar* program, do you display an authoritative personality that can positively influence and be respected by students?	15	0	100%	0%	All interviewees answered that they need to display an authoritative personality that can positively influence and be respected by students. Because students in schools act as teachers who must be role models for students to emulate.
Professional Competence						
1.	During the *Kampus Mengajar* program you can master the material concepts, structures, and scientific thinking patterns that can support the learning that is mastered?	14	1	93,33%	6,67%	Of the 15 interview participants, 14 agreed that after participating in the *Kampus Mengajar* program, they could master the materials, concepts, and scientific thinking patterns that support learning. A deep understanding of the material will strengthen their ability to deliver learning. One respondent who answered "no" had a subjective reason, namely his inability to master some of the material to be taught.
2.	While participating in the *Kampus Mengajar* program, you can master the competency standards, basic competencies, and learning objectives of the lessons you teach?	14	1	93,33%	6,67%	Of the 15 interview participants, 14 agreed that the *Kampus Mengajar* program helped them master the competency standards, basic competencies, and learning objectives taught. An in-depth understanding of the curriculum makes it easier to design learning according to

No.	Questions	Total YES	NO	Percentage YES	NO	General Reason
						educational objectives. Before learning begins, educators need to plan activities and targets to be achieved so that learning has a clear basis. One respondent who answered "no" expressed his inability to master the competency standards and learning objectives.
3.	Can you develop subject matter creatively after participating in the *Kampus Mengajar* program?	14	1	93,33%	6,67%	Of the 15 interview participants, 14 agreed that in the *Kampus Mengajar* program, students are expected to develop materials with a creative approach. Creativity in material delivery makes learning more interesting and motivates students to be more actively involved. One participant who disagreed felt that he did not find the right learning model to create creative learning media.
4.	Are you able to use technology as one of the media in learning activities during the *Kampus Mengajar* program?	15	0	100%	0%	All interview participants agreed that in the *Kampus Mengajar* program, students are expected to utilize technology as a learning medium. The use of technology increases the interactivity and effectiveness of learning, making teaching and learning activities more interesting through video or image displays.
Social Competence						
1.	Are you able to be objective and non-discriminatory during the *Kampus Mengajar* program?	15	0	100%	0%	All interviewees answered in the affirmative because during the *Kampus Mengajar* program students are expected to be objective and non-discriminatory in providing education to students because maintaining a fair attitude is important

No.	Questions	Total YES	NO	Percentage YES	NO	General Reason
						in creating a good learning environment.
2.	During the Kampus Mengajar program you can communicate politely, empathetically, and effectively with fellow teachers, school staff, parents, and the surrounding community?	15	0	100%	0%	All interview participants answered positively because in the Teaching Campus program, students are expected to interact with school residents both inside and outside the school environment. They must have ethics, be friendly, polite, and authoritative, and follow the applicable rules. Students are also expected to actively participate in discussions with teachers and ask for input to achieve the learning objectives that have been set.
3.	During the *Kampus Mengajar* program, were you able to adapt to the environment where you teach?	15	0	100%	0%	All interviewees answered in the affirmative, this was because when they participated in the *Kampus Mengajar* program, students first observed how the culture and habits existed in the placement school. Students also try to get along by being polite and always getting involved in all school activities. As for the students, students try to blend in and place themselves well to be close to the students.
4.	During the *Kampus Mengajar* program, were you able to communicate orally and in writing well?	15	0	100%	0%	All interviewees agreed that during the *Kampus Mengajar* program, students strive to communicate effectively both orally and in writing. They adapt their language and style to the school environment. Their public speaking experience from college boosts confidence in interacting with teachers, staff, and students. Additionally, students work to improve their writing skills to ensure clarity in their

No.	Questions	Participants Reports		General Reason
		Total	Percentage	
		YES	NO	YES	NO	
						communication with students.

Discussions

This research aims to describe the impact of the *Kampus Mengajar* program on the teaching competence of pre-service teachers. The data indicates that the *Kampus Mengajar* program positively affects students' teaching competencies across various dimensions. The program is designed to enhance both hard and soft skills relevant to current developments (Kementerian Pendidikan dan Kebudayaan, 2022), with a focus on the four core teaching competencies required by law, as stated in UUGD No. 14/2005 Article 10 paragraph 1 and PP No. 19/2005 Article 28 paragraph 3: pedagogical, personality, professional, and social competence. These competencies are essential for educators, including *Kampus Mengajar* participants who serve as educators in the classroom, as teaching competence enables them to effectively impart knowledge, skills, attitudes, and values to their students (Shoffa, 2017).

The evidence supporting the positive impact of the program comes from interviews conducted with students from the Faculty of Teacher Training and Education who participated in batch 4 of the *Kampus Mengajar* program. The sample included 15 out of 208 participants. The interview results revealed that in response to 17 questions about the four teaching competencies, 12 of the 17 questions had a 100% affirmative response, indicating that the *Kampus Mengajar* program positively affects the teaching competencies of prospective teachers

Pedagogical Competency

The findings from the pedagogical competency data showed unanimous agreement among participants on improving students' understanding, proper lesson planning, creating a conducive learning environment, designing and evaluating learning, and assisting students in actualizing their competencies. The program provided prospective teachers with hands-on teaching experience, allowing them to adapt their methods to the various needs of their students. In teaching, pedagogical competence is crucial for ensuring that educators can teach effectively and efficiently. According to Junaidi (2021), this competency involves the ability to create, implement, and evaluate instructional designs in learning. Pedagogical competence originates from the Greek words "*paedos*" (meaning child) and "*agogos*" (meaning leader or guide), which collectively refer to leading or guiding children (Saadah et al., 2021). In ancient Greece, a pedagogue was responsible for guiding children to school, and figuratively, pedagogics refers to an expert who leads children toward specific life goals. Wijaya (2023) offers a more modern perspective, defining pedagogical competence in his book Teacher Competency Development Management as the science of learning, focusing on how to conduct effective teaching and ensuring that students grasp the material. Similarly, Sapoetra (2017) defines pedagogical competence as the teacher's ability to manage the learning process effectively, highlighting it as a unique skill that distinguishes teaching from other professions. The success of the learning process and its

outcomes depend heavily on this competence. The main findings are as follows:

1. Better understanding of students: All 15 participants (100%) stated that the *Kampus Mengajar* program helped them better understand students by directly interacting with them, allowing them to adjust teaching methods to suit individual student characteristics.
2. Improved lesson planning: All participants (100%) agreed that the program enhanced their ability to plan lessons based on student characteristics, recognizing that a deeper understanding of students leads to more effective learning experiences.
3. Conducive learning environment: All 15 participants (100%) felt the program helped them create a conducive and enjoyable learning environment, as they became accustomed to real classroom situations and adapted their teaching approaches accordingly.
4. Ability to design and evaluate learning: While 12 participants (80%) agreed the program improved their ability to design and evaluate lessons, 3 participants (20%) faced difficulties due to a lack of experience in assessing student learning completion levels.
5. Helping students actualize competencies: Most participants (86.67%) felt the program helped them support students in actualizing their competencies, particularly through non-academic group projects. However, 3 participants (13.33%) faced challenges due to time constraints and a focus on academic materials.

Personality Competency

Personality competency data shows that participants consistently agree that the *Kampus Mengajar* program has a positive impact on shaping their personality. This program not only improves pedagogical skills but also fosters ethical attitudes and behaviors that are essential for effective teaching, in line with Gultom's (2021) perspective, personality competence reflects noble values that are expressed in daily behavior, aligning with the expectation for teachers to embody such values. Lase & Zega (2021) adds that this competence includes knowledge, skills, and abilities enabling teachers to perform cognitive, affective, and psychomotor tasks effectively in their professional duties. Adnan's (2015) research highlights that personality competence significantly improves teaching abilities and commitment. Kheruniah (2013) emphasizes that personality competence is the most important of the four teacher competencies, influencing others. In conclusion, personality competence reflects a teacher's maturity, wisdom, authority, and noble character, making them a positive role model for students. The findings are summarized as follows:

1. Acting according to social norms: All 15 participants (100%) stated they consistently adhered to social norms during and after the program. They recognized that compliance with these norms helps create a positive learning environment and supports student growth.
2. Maturity and independence: All participants (100%) reported that the program enhanced their ability to act maturely and independently, allowing them to manage classrooms, make responsible decisions, and guide students effectively.
3. Wise actions and role modeling: All participants (100%) agreed that they acted wisely and aimed to set a good example for students. They understood the impact of their

behavior in creating a healthy learning atmosphere and influencing students positively.

4. Displaying authority: All participants (100%) emphasized the importance of demonstrating authority during the program. They acknowledged their role as role models and the positive influence their authoritative presence had on students.

Professional Competency

Gultom (2021) states that a professional teacher possesses specialized abilities in education, enabling them to perform their duties effectively. Wijaya (2023) adds that professional competence involves a teacher's mastery of learning content and knowledge. However, Dudung (2018) found that teaching is often one-sided, with teachers primarily lecturing and focusing on transferring curriculum content, rather than fostering creativity or independent thinking in students. Lessons tend to be unchallenging and not designed to engage students comprehensively or collaboratively. Thus, professional competence, including mastery of curriculum, materials, and teaching methods, is crucial for successful teaching. The detailed findings are as follows:

1. Mastery of material, concepts, and scientific thinking: 93.33% (14 out of 15) of participants reported they mastered the material, concepts, structures, and scientific thinking required for effective teaching. One participant (6.67%) felt unprepared due to difficulty grasping some lecture materials.

2. Understanding competency standards and learning objectives: 93.33% of participants stated they were able to grasp the competency standards, basic competencies, and learning objectives after the program. One participant (6.67%) struggled with mastering these standards.

3. Creative development of learning materials: 93.33% of respondents agreed that the program helped them develop learning materials creatively, making lessons more engaging for students. One participant (6.67%) disagreed, citing difficulty in finding the right model for creative learning.

4. Effective use of technology: All participants (100%) agreed that they could integrate technology into their teaching. They recognized the benefits of using tools like videos, Google Forms, and laptops to enhance learning and engage students. Examples included using LCDs for presentations and teaching students how to use laptops for exams.

Social Competency

Social competence data showed that participants demonstrated strong communication, adaptability, and objectivity during the *Kampus Mengajar* program. This finding is in line with Gultom's (2021) view that social competence involves verbal and nonverbal communication skills, demonstrating appropriate behavior, and building positive relationships that align with societal expectations. However, Muspiroh (2015) highlights that teachers often neglect social competence, leading to ineffective interactions, where teachers dominate the conversation without encouraging student participation. Huda (2017) adds that low social competence hinders effective learning. Therefore, teachers must enhance their communication skills, engage in discussions, and community outreach, and receive training to improve their social competence. The key findings are as follows:

1. Objectivity and non-discrimination: All 15 participants (100%) agreed that they maintained objectivity and fairness throughout the program, recognizing the importance of being non-discriminatory in fostering a positive learning atmosphere.

2. Polite, empathetic, and effective communication: All participants (100%) reported they were able to communicate politely, empathetically, and effectively with teachers, staff, parents, and the community. They adhered to school rules, participated in discussions, and maintained a respectful demeanor both inside and outside the classroom.

3. Adaptability to the teaching environment: All 15 participants (100%) stated that they adapted well to the school environment, respecting the culture and customs of their placement schools, and actively engaging in school activities to build good relationships with students, teachers, and staff.

4. Effective verbal and written communication: All participants (100%) noted they were able to communicate, both verbally and in writing, using appropriate language and adjusting their communication style to fit the school environment. They also improved their writing skills to ensure their messages were easily understood by students.

In conclusion, the *Kampus Mengajar* program has a positive impact on participants' teaching competence across various dimensions, particularly in the teaching competence aspect. However, challenges such as difficulties in developing creative learning media and limited time for certain activities were noted. To address these issues, enhancing the program's effectiveness in building comprehensive competencies among educators is crucial.

Obstacles during the research included difficulties in scheduling interviews with informants due to time conflicts and distant locations. Additionally, some informants struggled to fully grasp the interview questions, requiring researchers to repeatedly simplify explanations. Despite these challenges, the data collected was ultimately accurate and aligned with the research objectives.

When compared with previous studies, this research shares both similarities and differences. For instance, research by Anwar (2021) focused on the *Kampus Mengajar* program's implementation during the COVID-19 period, highlighting the use of technology and student assistance in teaching administration. Meanwhile, Suwanti et al. (2022) found that students and partners perceived the program positively, particularly in terms of improving collaboration and soft skills. Similarly, Etika (2021) showed an increase in technology adaptation among teachers and students.

In contrast, this study specifically emphasizes the program's impact on the teaching competence of pre-service teachers. The findings revealed that 12 out of 17 questions related to four aspects of teaching competence had a 100% positive response, confirming the program's significant contribution to enhancing teaching competence. Despite the different focuses, all studies highlight the *Kampus Mengajar* program's overall positive influence on students' soft and hard skills.

CONCLUSION

The study shows that the *Kampus Mengajar* program positively influences the teaching competence of prospective

teachers by providing hands-on experience, enabling them to adapt to the needs of diverse students. Participants reported improvements in pedagogical competence, such as better understanding of students, improved lesson planning, creation of conducive learning environments, and enhanced learning design and evaluation, all of which are crucial for effective teaching. The program also enhances personal competence, emphasizing adherence to social norms, maturity, independence, wise decision-making, and empathetic yet authoritative behavior, which are essential for fostering positive teacher-student relationships. In terms of professional competence, participants demonstrated mastery of subject matter, curriculum standards, creative teaching methods, and the use of technology, reflecting their ability to meet modern educational demands. Social competence was also improved, with participants showing greater objectivity, communication skills, adaptability, and interpersonal abilities, promoting a collaborative teaching environment.

Despite these positive outcomes, challenges remain, particularly in pedagogical competence. Some participants struggled with designing and evaluating learning due to a focus on group work and non-academic activities, and limited experience in planning evaluations. Additionally, the short time spent with students hindered the development of their competencies. In terms of professional competence, a few participants faced difficulties mastering certain subject matter and curriculum standards, as well as developing creative teaching materials. Addressing these challenges can further enhance the program's effectiveness and better prepare future participants for teaching.

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