



# An Analysis of Understanding Teacher Professional Competence: Students Participation in Kampus Mengajar Program and Teaching Experiences

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**Abstract.** This study aims to determine the effect of students' participation in the Kampus Mengajar and teaching experience on the understanding of teachers' professional competence. This study uses quantitative research methods with a correlational design. The sample in the study consisted of 195 respondents from the students of the Faculty of Teacher Training and Education with Quota Purposive Random Sampling sampling. The data analysis technique used multiple regression with the help of SPSS 23 for Windows. The results showed that: (1) student participation in the Kampus Mengajar affected the understanding of teachers' professional competence by 26.4% with a significance value of  $0.000 < 0.10$ , (2) teaching experience influenced the understanding of teacher professional competence by 34.8%. With a significance value of  $0.000 < 0.10$ , (3) students' participation in the Kampus Mengajar and teaching experience affects students' understanding of teacher professional competence by 41.3% with a significance value of  $0.000 < 0.10$ .

**Keywords:** Kampus Mengajar · Teaching Experience · Professional Competence

## 1 Introduction

The dynamics of social change have led to significant changes in many fields, especially in the era of Industry 4.0 and Society 5.0. The resulting changes have led to higher requirements for the quality of human resources to have dynamic capabilities in the future. The Covid-19 pandemic has changed the way of life in various fields, including education. Universities must prepare the quality of future human resources required to present learning that can equip graduates with comprehensive competencies covering aspects of hard skills and soft skills [1].

Students, especially the Faculty of Teacher Training and Education, who later as prospective teachers, are expected to have quality human resources that are appropriate to be able to educate the nation's life. Success in achieving educational goals is

determined by the success of teachers in managing human resources. Teachers have duties as educators, instructors, and trainers (Ritonga, Pohan, Sianturi, Hutagalung, & Purba, 2021). Students, as prospective teachers, must master the competence of teachers. Teacher competence is the ability of teachers to the knowledge, skills, and behavior of teachers in carrying out professional duties [3]. Students are essential and must understand and master the knowledge possessed by teachers to understand conceptual professional knowledge, which is the intellectual dimension of professional competence (Tang, Wong, Li, & Cheng, 2020).

One of the teacher competencies that must be mastered is professional competence. Undang-Undang Nomor 14 Tahun 2005 concerning Teachers and Lecturers explains that professional competence is the ability to master broad and profound material. Professional competence includes expertise in the field of mastery of teaching materials or materials that will be delivered to students. The results of research conducted by [5] show that the mastery and understanding of teacher professional competence for students as prospective teachers is still categorized as sufficient. This means that teaching students as prospective teachers are still not perfect in understanding teacher competencies, one of which is the professional competence of teachers. This is reinforced by the research of [6], which shows that the professional ability of teachers for mathematics students as prospective teachers still does not significantly meet the value determined by the researchers, namely 76.0. Mathematics students scored an average of 68.0. This shows that teacher students' ability to understand teachers' professional competence needs to be improved.

Teacher skills become the leading role in learning. Students of the Faculty of Teacher Training and Education, as prospective teachers, are required to learn and develop their teaching skills continuously. In today's developments, the professional competence of teachers plans a vital role in becoming a. Therefore, the professional competence of teachers must be mastered by students of the Faculty of Teacher Training and Education as professional teacher candidates. Teachers must be required to have and be able to develop professional competence of teachers so that their duties can run well. Teaching experience is a factor that supports the implementation of teaching and learning activities. Students participating in the Kampus Mengajar are expected to be able to condition the character of each student to understand the lessons they receive. The more and more extended the period of teaching experience, the more students' knowledge will increase. Teaching experience determines the skills and creativity of teachers in teaching. Research by (Al-Dababneh, Al-Zboon, & Ahmad, 2019) showed significant differences in perceptions and attitudes toward the creativity domain in favor of teachers with less than five years of teaching experience compared to those with more than ten years.

Kampus Mengajar is part of the Merdeka Belajar Kampus Merdeka (MBKM) program, which aims to provide opportunities for students to learn and develop themselves through activities outside class lectures. The purpose of implementing this Kampus Mengajar is to introduce students to improve learning to read, count, and adapt to technology. Second, helping learning during the pandemic, especially for SD and SMP 3T [1].

The involvement of students with teaching activities in the classroom with students allows students to have a teaching experience. Students help in improving literacy and numeracy, students need strategies and preparation. Teaching experience is a person's

understanding of the events experienced during teaching so that what he experienced has been mastered well regarding knowledge and skills [8]. Students participating in the Kampus Mengajar in carrying out their duties always collaborate with teachers at the school to determine teaching activities suitable for students. They are starting from looking at the learning implementation plan (RPP), choosing learning strategies and methods, and choosing learning resources. The role of students here is very decisive in learning to achieve learning objectives. Students are required to have the ability to teach and learn activities.

Similar research conducted by (Maryanti, Zakso, & Supriadi, 2020) on high school sociology teachers in Pontianak City found that there was a tendency for teaching experience to have a significant effect on teacher professionalism. The study results confirm that with a long teaching experience, teachers can hone their professional competencies better and manage to learn in the classroom. The fact cannot be denied that current students do not understand the professional competence of teachers. The curriculum implemented by most universities is still lacking for students to enter or study in the field (Arizona, Abidin, & Rumansyah, 2020). The results of [11] research show the influence of teaching experience on teachers' professional competence. The professional competence of teachers is the result obtained from the professional process when carrying out their duties which are carried out continuously.

Students participating in the Kampus Mengajar program can hone soft skills and leadership and gain extraordinary experiences that can be studied outside the campus. However, not all students can apply it after graduating from the Kampus Mengajar. It was found that students could develop in the aspect of explaining skills. But in the aspect of skills in conducting learning variations, guiding discussions, and teaching in small groups and individually, student skills are identified as low [12]. Therefore, students need to understand the knowledge and application of basic teaching skills to carry out their duties successfully.

The gap between expectations and reality for students to understand teachers' professional competence after participating in the Kampus Mengajar program is that students still need monitoring to have provisions as prospective teachers later. Kampus Mengajar students who can study outside of campus should hone their various skills. However, in reality, the students participating in the Kampus Mengajar are still not optimal in honing their skills when learning, so teachers' professional competence is still low.

The renewal of this research, namely the research of [13], stated that the Merdeka Campus program in the 4.0 era was very relevant to support the current teacher competency needs. The difference in this research is that it focuses only on the Kampus Mengajar program, not broadly on the MBKM program. Research [14] concludes that there is a shared and significant influence between teaching experience on the professional competence of teachers in elementary schools throughout Kotagede District. The characteristics of this research are students who have graduated from the Kampus Mengajar, so they are still researching the level of student understanding. This research is relevant to the current condition where almost all universities in Indonesia have supported and implemented MBKM programs so that students can participate in the program and both students and universities can control and evaluate the program.

## 2 Literature Review

### 2.1 Teacher Professional Competence

According to Undang-Undang Nomor 14 Tahun 2005 concerning Teachers and Lecturers, professional competence is the ability to master learning materials broadly and deeply. Professional competence is the ability to master material broadly by teachers to be conveyed to students [15]. According to [16] professional competence is a benchmark set in competency standards where teachers must master the broad material that will be taught to students. Based on this description, it can be concluded that the professional competence of teachers is the ability of teachers to master subject matter that is developed widely and in-depth, and teachers can choose appropriate learning methods and models, understand the knowledge of assessment, and plan to learn to achieve learning objectives.

### 2.2 Kampus Mengajar

Independent Learning Program implies all fields of education, whether students, students, teachers, or lecturers. The Independent Learning concept from the Minister of Education and Culture, Nadiem Makarim, is based on Ki Hajar Dewantara's philosophy of independence and independence. Teachers and students can think and learn freely without sticking to the existing curriculum [17]. As part of implementing the Merdeka Campus policy, Kampus Mengajar is a strategic program that benefits students. Kampus Mengajar invites students to help develop learning, especially incredibly significantly racy and numeracy competencies, adapt technology, and actualize interests and potentials according to their respective fields of study in elementary and Junior High Schools. Students are present as teachers' partners in developing creativity and learning innovation. These various activities are expected to foster a social spirit, caring, leadership, problem-solving, critical thinking, and other soft skills that are needed in the future [1].

### 2.3 Teaching Experience

Experience is a valuable provision for teachers to train and develop their abilities in managing the teaching and learning process in the classroom [18]. Another opinion states that teaching experience is related to a teacher's tenure related to the level, type, and unit of formal education [19]. Teaching experience is in achieving teachers' learning objectives and mastering the skills, knowledge, and skills given to students (Rakib, Rombe, & Yunus, 2017), (2017). The more experienced the teacher is in teaching, the wider the subject matter is mastered so that it is possible to improve his professional competence. According to [21], the teaching experience is that while carrying out the duties and obligations, the teacher will receive learning that can be applied and becomes the teacher's evaluation material. Based on these statements, it can be concluded that teaching experience is one of the abilities that must be possessed and mastered by teachers. Every teacher is expected to understand the character of their students to create effective and efficient learning.

### 3 Method

The type of research in this study is quantitative with a correlational design. Data analysis used multiple regression analysis with SPSS ver 23 software for windows. Hypothesis testing was carried out with multiple linear regression prerequisite tests. The researcher uses a correlational design because this research will examine the effect of the Kampus Mengajar Participation variable (X1) and teaching experience (X2) on the variable understanding of teacher professional competence (Y) (Fig. 1).

The population of this study was students who had passed the Kampus Mengajar, including the Kampus Mengajar Batch 2 and 3 Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, which consists of 11 study programs with a total of 685 students. Determining the sample in this study using a table for determining the number of samples Yamane, Isaac, and Michael. The table for determining the number of samples of Yamane, Isaac, and Michael is used when the population is known [22]. The sample of this study was 195 students with the criteria that they had passed the Kampus Mengajar. Data collection in this study used a closed questionnaire using a Likert scale. The validity and reliability of the data were obtained based on a trial of 40 respondents distributed to students outside the research sample. The instrument was arranged based on the indicators of the Kampus Mengajar participation variable according to the [1], namely (1) students creatively, innovatively, and collaboratively in helping teach, (2) improving literacy and numeracy competencies, (3) assisting teachers in adapting technology. Furthermore, indicators of teaching experience variables, according to [20], are (1) teaching time that has been carried out, (2) understanding and mastering how the implementation of the lesson plan (RPP) has been made, (3) understanding of students, (4) preparation for teaching. Then the variable indicators of understanding teacher professional competence in the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Qualification and Competency Standards are (1) the ability of teachers to master subject matter that is developed broadly and deeply, (2) teachers can choose methods and models appropriate learning, (4) able to understand the knowledge of assessment and, (5) planning learning to achieve learning objectives.

The hypothesis in this study is that H1, there is an influence of students in the participation of the Kampus Mengajar on the understanding of the professional competence of teachers. H2, there is an effect of teaching experience on understanding teachers' professional competence. H3 there is a mutual influence between students' participation in the Kampus Mengajar and teaching experience on the understanding of teachers'

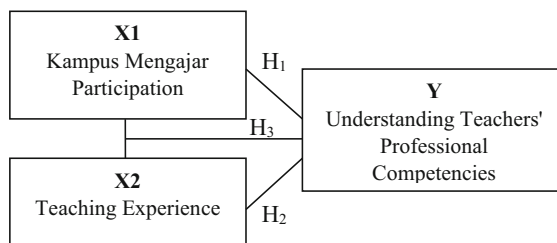


Fig. 1. Diagram Variables

professional competence. The results of the validity test were obtained as many as 29 valid statement items based on the X1 reliability test results from a total of 12 statement items, the valid statements were 10 statement items. This is obtained by looking at the Cronbach Alpha value of more than 0.600, which is 0.770. The results of the X2 reliability test of a total of 12 statement items, valid statements are 11 items. This can be seen from the Cronbach Alpha value of more than 0.600, which is 0.856. Y reliability test results from 14 statement items; valid statements are 8 items. This result is based on the Cronbach Alpha value of more than 0.600, which is 0.720.

## 4 Result

### 4.1 Description of Data

#### 4.1.1 Characteristics of Respondents

Characteristics of respondents seen from the most dominant study program, namely Elementary School Teacher Education students, with the number of respondents, namely 18 respondents or 19% of the total respondents. Judging from the Kampus Mengajar participants, the Kampus Mengajar participants batch 2 was the most dominant, with a total of 112 respondents or 57% of the total respondents. Judging from the teaching experience for more than 4 months, it is the most dominant, with 187 respondents or about 89% of the total respondents. The description can be seen in the following Table 1.

#### 4.1.2 Description of Variables

*Variables of Kampus Mengajar participation (X1)*

The Table 2 shows that distribution respondents in the very high category dominate at 91.8%, while there are no respondents in the very low category (0%).

*Variable Teaching experience (X2)*

The results of the distribution Table 3 show that respondents who are in the very high category dominate at 96.4%, while the high and low categories are not much different, namely 2.1% and 1.5%.

*Variables of understanding teacher professional competence*

Based on the Table 4, respondents in the very high category dominate at 93.8%, while respondents in the low category are 0.5%.

### 4.2 Classical Assumption

#### 4.2.1 Normality Test

The Kolmogorov-Smirnov result is that the significance value is  $0.200 > 0.10$ . Therefore this shows that the residual value is normally distributed.

**Tabel 1.** Characteristics of Respondents

No	Information	Total	Percentage
1.	<b>Study Program</b>		
	Accounting Education	26	13%
	Pancasila and Citizenship Education	8	6.5%
	Elementary School Teacher Education	38	19%
	Mathematics Education	35	17.5%
	Biology Education	23	11.5%
	Indonesian Language and Literature Education	23	11.5%
	Geography Education	2	1%
	English Education	17	8.5%
	Teacher Education Early Childhood Education	3	1.5%
	Informatics Engineering	17	8.5%
	Sports Education	3	1.5%
	Total	195	100%
2	<b>Participants Kampus Mengajar</b>		
	Batch 2	112	57%
	Batch 3	83	43%
	Total	195	100%
3	<b>Teaching Experience Period</b>		
	< 1 Month	0	0%
	1 Month	0	0%
	2 Month	0	0%
	3 Month	8	11%
	< 4 months	187	89%
	Total	195	

**Tabel 2.** Trend Distribution of Variable Frequency of Kampus Mengajar Participation

No	Interval Score	Category	Frequency	Relative Frequency
1	X 30	Very High	179	91.8%
2	30 > X 25	High	15	7.7%
3	25 > X 20	Low	1	0.5%
4	X < 20	Very Low	0	0%
Total			195	100%

**Tabel 3.** Trend Distribution of Variable Frequency Teaching Experience

No	Interval Score	Category	Frequency	Relative Frequency
1	X 33	Very High	188	96.4%
2	33 > X 27.5	High	4	2.1%
3	27.5 > X 22	Low	3	1.5%
4	X < 22	Very Low	0	0%
Total			195	100%

**Tabel 4.** Trend Distribution of Variable Frequency Understanding Teacher Professional Competence

No	Interval Score	Category	Frequency	Relative Frequency
1	X 24	Very High	183	93.8%
2	24 > X 20	High	11	5.6%
3	20 > X 16	Low	1	0.5%
4	X < 16	Very Low	0	0%
Total			195	100%

#### 4.2.2 Multicollinearity Test

The results of the multicollinearity test indicate that each *tolerance value* is more than 0.10, namely, the Kampus Mengajar participation variable is 0.759 and the teaching experience variable is 0.759. Then the VIF value is less than 10, namely, the Kampus Mengajar participation variable is 1.317, and the teaching experience variable is 1.317. Therefore, it can be concluded that there is no multicollinearity problem.

#### 4.2.3 Heteroscedasticity Test

The results of the heteroscedasticity test in this study used the *Park test*. It is known that the Kampus Mengajar participation variable has a significance value of  $0.143 > 0.10$ , and the teaching experience variable has a significance value of  $0.196 > 0.10$ . This means that it can be concluded that the independent variables in this study did not experience heteroscedasticity.

#### 4.3 Hypothesis Testing

The results of the multiple regression analysis in Table 5 show the regression equation model  $y = 4.675 + 0.253X_1 + 0.366X_2$ . Thus, the constant value (Y) shows a value of 4.675. The regression coefficient of the Kampus Mengajar participation ( $X_1$ ) based on multiple linear calculations, the coefficient value ( $b_1$ ) is 0.253. This means that if there is an increase in the participation of the Kampus Mengajar, the understanding of



**Tabel 5.** Results of Multiple Regression Analysis

Coefficients						
Model		Unstandardized	Std. Error	Standardized	t	Sig.
		Coefficients		Coefficients		
		B		Beta		
1	(Constant)	4.675	1,913		2,444	.015
	Participation in Kampus Mengajar	.253	.053	.299	4,741	.000
	Teaching Experience	.366	.052	.446	7,059	.000

a. Dependent Variable: Understanding of Teacher Professional Competence

Source: processed data from SPSS 23 for windows, 2022

the professional competence of teachers (Y) will increase. The regression coefficient of teaching experience (X2) from multiple linear calculations obtained a value (b2) of 0.366. This means that if there is an increase in teaching experience (X2), the understanding of the teacher's professional competence (Y) will increase.

#### 4.3.1 T Test

Based on the t-test results, it shows a significant value on the Campus participation variable Teaching (X1) is  $0.000 < 0.10$  with  $t_t$  greater than the  $t_{le}$  which is  $8.412 > 1.652$ , then H1 is accepted. This means that part there is an effect of Kampus Mengajar's participation on the understanding of teachers' professional competence. The effect is 0.264 or 26.4%. The t-test also shows the significant value of the teaching experience variable (X2) of  $0.000 < 0.10$  with  $t_{itung}$  greater than the  $t_{table}$  that is  $10.218 > 1.652$  then H2 is accepted. This means that there is an influence of teaching experience on understanding the teacher's professional competence. The effect is 0.348 or 34.8% (Table 6).

**Tabel 6.** T Test Results in

Variable	$t_{itung}$	$t_{table}$	Sig.	Adjusted R Square	Information
Kampus Mengajar Participation (X1)	8,412	1,652	0,000	0,264	H <sub>1</sub> accepted
Teaching Experience (X2)	10,218	1,652	0,000	0,348	H <sub>2</sub> accepted

**Tabel 7.** F Test Results

Variable	Fhitung	Ftable	Sig.	Adjusted R Square	Information
on Kampus Mengajar Participation (X1) and Teaching Experience (X2)	69,248	2,33	0,000	0,413	H <sub>3</sub> accepted

**Tabel 8.** Simultaneous determination coefficient results (R<sup>2</sup>)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647a	.419	.413	1.779

a. Predictors: (Constant), Teaching Experience, Kampus Mengajar Participation

### 4.3.2 F Test

Based on the F-test results show a significant value on the Kampus Mengajar participation variable (X1) and teaching experience (X2) of  $0.000 < 0.10$  with Fhitung greater than Ftable that is  $69.248 > 2.45$ , then H<sub>3</sub> is accepted. This means that simultaneously the participation of the Kampus Mengajar and the teaching experience affect the understanding of the teacher's professional competence (Table 7).

### 4.3.3 Coefficient of Simultaneous Determination (R<sup>2</sup>)

SPSS ver 23 for windows in Table 8, it is known that the coefficient of determination (R<sup>2</sup>) with Adjuster R Square value of 0.413 which means participation Kampus Mengajar and teaching experience contributed 41.3% to the variable understanding of teacher professional competence, the remaining 58.7% was influenced by other factors not included in this study.

## 5 Discussion and Findings

The effect of Kampus Mengajar's participation on understanding student teachers' professional competence shows a positive influence. The analysis results show a positive and significant influence between the variables of Kampus Mengajar's participation on the understanding of teachers' professional competence. This is evidenced by the existence of a significant value in the Kampus Mengajar participation variable, which is  $0.000 < 0.10$  with thitung greater than ttable, namely  $8.412 > 1.652$ , then H<sub>1</sub> is accepted. This means that students participating in the Kampus Mengajar program affect students' understanding of the professional competence of teachers. Therefore, it can be stated that the higher the level of student participation in following the Kampus Mengajar program, the higher the students' understanding of the professional competence of teachers.

This is in line with research [23], which states that the role of the Kampus Mengajar program in improving student competence plays a major role, especially in professional competence. Research conducted by (Nurhalimah, Mawaddah, & Abdillah, 2021) shows that students participating in the Kampus Mengajar program have more professionalism as prospective teachers. This identifies that the role of the Kampus Mengajar program can support various competencies possessed by students.

Kampus Mengajar Program is a favorite program for students, especially the Faculty of Teacher Training and Education, which aligns with the profession of a prospective teacher. Students will get assignments in various elementary schools throughout Indonesia to help the teaching and learning process in schools [25]. The more students participate in the Kampus Mengajar program, the higher the students will hone their competencies to develop the aspect explaining skills [12].

The coefficient of determination ( $R^2$ ) of the Partial Kampus Mengajar participation variable is known to be 0.264. Based on this, it can be stated that there is an influence of Kampus Mengajar's participation on the understanding of teachers' professional competence by 26.4%. Various efforts can be made to increase the success of the Kampus Mengajar program, namely that students actively develop various competencies they have. Then active communication between students, teachers, lecturers, and students in schools also has a very good influence on the success of the campus teaching program [24].

The effect of teaching experience on understanding teacher professional competence for students has a positive effect. The analysis results show a positive and significant influence between the variables of teaching experience on the understanding of teachers' professional competence. This is evidenced by the significance value of the teaching experience variable,  $0.000 < 0.10$  with *t*hitung greater than *t*table, which is  $10.218 > 1.652$ , then  $H_2$  is accepted. This means the teaching experience affects students' understanding of the teacher's professional competence. Therefore, it can be stated that the more often students get teaching experience, the higher the student's understanding of the professional competence of teachers.

This is in line with research by (Rahayu, Hawi, Mardeli, & Sofyan, 2020) showing that teaching experience with professional competence has positive correlations. This proves that the relationship between teacher-teaching experience and professional competence has an influence. Research (Ramdani, Suhaedah, & ..., 2021) shows a positive influence between teaching experience and professional competence. The existence of someone's old teaching experience will increase their knowledge. This shows that the longer students have teaching experience, the higher the students' understanding of the professional competence of teachers.

Teaching experience is a factor that supports the implementation of teaching and learning activities. Teaching experience is not only about teaching preparation but where the knowledge that a teacher has from the teaching experience has been carried out so that they can manage and find solutions to problems often found when carrying out their duties. Teacher professionalism competencies are the results obtained from the professional process when carrying out their duties which are carried out continuously [11].

The coefficient of determination ( $R^2$ ) of the partial teaching experience variable is known to be 0.348. Based on this, it can be stated that teaching experience influences the understanding of teachers' professional competence by 34.8%. Various efforts to improve the understanding of teacher professional competence, one of which is to get students to go directly to the field to teach directly programs made by universities that support, among others, School Internships, PLP, and support MBKM programs.

The joint influence of students in Kampus Mengajar's participation and teaching experience on the professional competence of teachers has a positive effect. Based on the results of the analysis, the significance value of the Kampus Mengajar participation variable ( $X_1$ ) and teaching experience ( $X_2$ ) is  $0.000 < 0.10$  with  $F_{hitung}$  greater than  $F_{table}$   $69.248 > 2.45$ , then  $H_3$  is accepted. This means that simultaneously the participation of the Kampus Mengajar and the teaching experience affect the understanding of the professional competence of teachers in students of the Faculty of Teacher Training and Education. The coefficient of determination ( $R^2$ ) with an Adjuster R Square value of 0.413 means that Kampus Mengajar's participation and teaching experience contributed 41.3% to the variable understanding of teacher professional competence.

This research is relevant to [13], stating that the Kampus Merdeka program in the 4.0 era is very relevant to support the current teacher competency needs. Implementation in the Kampus Merdeka program's can support the efforts of the teacher training program in equipping students to hone skills and experience outside the study program. Students of the Faculty of Teacher Training and Education, as prospective teachers, must understand and have maximum competence amid competition and improve the quality of human resources. The existence of an Adjuster R Square value of the Kampus Mengajar participation variable and teaching experience on understanding This is by [5] according to which professional competence is an element that must be mastered and possessed by teachers by understanding and mastering the material in depth. This study revealed that the mastery of professional knowledge of students was all in the sufficient category. Though it should be important for teachers to have a good mastery of the material.

Research [14] concludes that sufficient teaching experience in carrying out its duties will achieve educational goals with maximum student achievement. Teachers who have experience find it easier to face problems and solve them. Another effort is to improve the professional competence of teachers by developing and improving the professional competence of teachers through organizational, digital, and pedagogical, which makes it very possible to form the attitudes and beliefs of prospective teachers [28].

The teacher's professional competence is 0.413. Based on the discussion of the analysis of hypotheses and theoretical studies, it can be stated that the influence of Campus Teaching participation and teaching experience is 41.3% on the variable understanding of professional competence. The remaining 58.7% is influenced by other factors not included in this study, such as teaching practice, training teachers, School Internships, etc.

The participation of the Kampus Mengajar and the teaching experience have a significant impact on the understanding of teacher competence for students. The research of [29] concludes that teaching experience positively affects teachers' professional understanding. Students, as prospective teachers, must master the competence of teachers. Teacher competence is the ability of teachers in the knowledge, skills, and behavior of

teachers to carry out professional duties. Students are important and must understand and master the knowledge possessed by teachers to understand conceptual professional knowledge, which is the intellectual dimension of professional competence [4].

## 6 Conclusion

Based on the results of research related to the effect of Kampus Mengajar participation and teaching experience on the understanding of teachers' professional competence, conclusions can be drawn that are adapted to the formulation of the problem in this study (1) student participation in Kampus Mengajar affects the understanding of teachers' professional competence, this relates to students participating in Campus One of the tasks of teaching is to help teachers in learning. Therefore, students are required to hone competence so that students understand and master the competence of teachers, one of which is the professional competence of teachers; (2) teaching experience affects the understanding of the professional competence of teachers, this shows that students who have sufficient teaching experience equipped with the ability to learn can improve the understanding of teachers' professional competence; (3) students' participation in the Kampus Mengajar and teaching experience affect the understanding of the professional competence of teachers by students because in their duties students hone soft skills, one of which fulfills the professional competence of teachers so that the level of students' understanding of the professional competence of teachers is influential.

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